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introduction

RESEARCH IN EDUCATION is a monthly catalog, started in November 1966, which is designed to provide up-to-date information about educational research sponsored by the Bureau of Research, U.S. Office of Education. The catalog is designed to keep teachers, administrators, research specialists, others in the educational community and the public informed about the latest significant findings from educational research.

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organization of this catalog

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Although the reader can browse through the resumes, he will find pertinent information more quickly by first consulting the indexes that follow each resume section. The indexes cite:

- Authors and investigators
- Institutions responsible for the research
- Subjects
- USOE programs (legislation authorizing the research)
- Contract and grant numbers

The indexes are keyed to the accession numbers so that every index entry refers the reader directly to the corresponding resume.

THE ACCESSION NUMBER IS THE KEY. CONSULT THE INDEXES FIRST.

REPORT

RESUMES

SAMPLE ENTRY

ED 000 000 24

A STUDY OF THE OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN.

BY- ASH, PHILIP

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

REPORT NUMBER CRP-234 PUB DATE 01-OCT-65

CONTRACT/GRANT OEC-6-12-01234-0033

EDRS PRICE MF-$.027 HC-$1.06 231 P

DESCRIPTORS- *AUDIOVISUAL AIDS, *CABINET-TYPE PROJECTOR, ACHIEVEMENT, EQUIPMENT, TEACHING METHODS, *VIEWING CONDITIONS, INSTRUCTIONAL FILM, TEACHING METHODS, FILMS,

AN EXPERIMENT WAS DESIGNED TO DISCOVER THE DIFFERENCES IN LEARNING THAT COULD BE ATTRIBUTED TO DIFFERENCES IN ROOM ILLUMINATION, VIEWING ANGLE, AND DISTANCE FROM THE SCREEN AS THEY RELATED TO THE CABINET-TYPE PROJECTOR PARTICIPANTS WERE 721 NAVY TRAINEES. THEIR TASK CHOSEN WAS TO ASSEMBLE THE BREECH BLOCK OF AN ANTIAIRCRAFT GUN. ALTHOUGH MOST TRAINEES COULD NOT PERFORM THE TASK WITHOUT INSTRUCTION, THEY LEARNED THE ASSEMBLY IN A FEW MINUTES WITH AN APPROPRIATE FILM. HALF OF THEM SAW THE FILM UNDER DAYLIGHT ILLUMINATION CONDITIONS. THE OTHER HALF SAW THE FILM UNDER DARKENED ROOM CONDITIONS. A TEST WAS SET UP WITH 50 SEATING POSITIONS AT VARYING ANGLES OF VIEW AND AT VARYING DISTANCES FROM THE SCREEN. THE TRAINEES WERE TESTED AFTER THEY SAW THE FILM. PERFORMANCE WAS BETTER UNDER DAYLIGHT CONDITIONS IN THE OPTIMUM VIEWING AREA. OPTIMUM VIEWING WAS WITHIN 30 DEGREES OF THE CENTER LINE AND WITHIN 12 SCREEN WIDTHS OF THE SCREEN. THESE FACTORS SHOULD BE TAKEN INTO CONSIDERATION IN TRAINING SITUATIONS WHEN TRAINEES PRACTICE A SKILL DURING A FILM SHOWING. (CG)

Accession Number--an identification number sequentially assigned to reports as they are processed.

Title of the Research Report.

Author(s)--the individual(s) who prepared the report.

Report Number--a number assigned by the report's originator.

Contract or Grant Number--contract numbers have OEC prefixes; grant numbers have OEG prefixes.

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Abstractor's initials.

Office of Education Program--a code for the legislative program which supported the research activity.

Institutional Source--the organization at which the report was originated.

Publication Date--the date the report was published.

Informative Abstract--a condensation of the report in about 200 words. When applicable, it includes the purpose, procedure, results, and conclusions of the research activity.

ED 010 238 24
NONINTELLECTIVE FACTORS ASSOCIATED WITH SCHOLASTIC ACHIEVEMENT.
BY- TERRELL, GLENN WYER, ROBERT S., JR.
UNIVERSITY OF ILLINOIS AT CHICAGO CIRCLE
REPORT NUMBER CRP-1139 PUB DATE 66
REPORT NUMBER BR-5-1008
EDRS PRICE MF-$0.45 HC-$11.68 292P.

DESCRIPTORS- *ABILITY IDENTIFICATION, *ACADEMIC ACHIEVEMENT, *COLLEGE STUDENTS, *PARENT ATTITUDES, *PERFORMANCE FACTORS, APTITUDE, CHICAGO, ILLINOIS, INTELLIGENCE LEVEL, PERSONALITY, QUESTIONNAIRES, STUDENT ATTITUDES, UNDERACHIEVERS,

NONINTELLECTIVE FACTORS ASSOCIATED WITH ACADEMIC ACHIEVEMENT IN COLLEGE WERE INVESTIGATED IN THREE PHASES OF RESEARCH--(1) PERSONALITY AND MOTIVATIONAL CORRELATES OF ACADEMIC APTITUDE AND PERFORMANCE AMONG STUDENTS WHO HAD COMPLETED AT LEAST 1 YEAR OF COLLEGE WERE EXAMINED, (2) DATA WERE COLLECTED FROM FRESHMAN STUDENTS BEFORE THEY ENTERED COLLEGE, AND (3) QUESTIONNAIRES WERE ADMINISTERED TO STUDENTS TO DETERMINE THE PARTICULAR GOALS THEY BELIEVED WERE IMPORTANT TO THEM AND THE PERCEIVED RELEVANCE OF GOOD GRADES AND ACHIEVEMENT-RELATED ACTIVITY. VARIOUS CONCLUSIONS WERE PRESENTED ON THE RELEVANCE OF ACADEMIC ACHIEVEMENT TO GOAL ATTAINMENT. STUDENTS WHO BELIEVED THAT ACADEMIC ACHIEVEMENT WAS A NECESSARY CONDITION FOR ATTAINING THEIR GOAL PERFORMED BETTER THAN STUDENTS WHO BELIEVED THAT ACADEMIC ACHIEVEMENT WAS NOT SO ESSENTIAL. THE IMPORTANCE OF ATTENDING COLLEGE, ASSESSED INDEPENDENTLY OF THE REASON FOR ITS IMPORTANCE, WAS RELATED POSITIVELY TO PERFORMANCE AMONG BOTH MALES AND FEMALES. (TC)

ED 010 239 64
THE PREPARATION OF A THESAURUS OF EDUCATIONAL TERMS, FINAL REPORT.
BY- GOLDWYN, A.J. AND OTHERS
WESTERN RESERVE UNIV., CTR.FOR DOC.AND COMM. RES.
REPORT NUMBER NDEA-VIIB-170-C PUB DATE JUN 66
WESTERN RESERVE UNIV., SCH. OF LIB. SCI.,CLEVELAND
REPORT NUMBER BR-5-1185
CONTRACT OEC-6-16-001
EDRS PRICE MF-$0.18 HC-$3.92 98P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *INDEXING, *INFORMATION RETRIEVAL, *INFORMATION STORAGE, *THESAURI, CLEVELAND, EDUCATIONAL RESEARCH INFORMATION CENTER (ERIC), OHIO,

A THESAURUS OF EDUCATIONAL TERMS WAS PRODUCED TO PROVIDE A TERMINOLOGY BASE WHICH WOULD BE AMENABLE TO RAPID AND EASY MODIFICATION AND UPDATING. THE PRIMARY SOURCE OF TERMS WAS A SEMANTIC CODE DICTIONARY, PREVIOUSLY CREATED DURING THE INDEXING OF SOME 6,500 EDUCATIONAL RESEARCH DOCUMENTS. A FACETED STRUCTURE WAS CREATED. THE DISPLAY CONSISTED OF (1) AN ALPHABETICAL LIST, (2) A FACETED ARRAY, (3) A REPRESENTATIVE LIST OF IDENTIFIERS, AND (4) A PERMUTED DESCRIPTOR LIST. NOTES AND FIGURES WERE INCLUDED FOR USE OF THE FACETED DISPLAY. RECOMMENDATIONS INCLUDED WERE (1) THAT THE U.S. OFFICE OF EDUCATION MAKE OPERATIONAL TESTS, MODIFICATIONS, AND ADDITIONS BASED UPON THE SUGGESTIONS OF SUBJECT SPECIALISTS AND INFORMATION EXPERTS, AND (2) THAT INDEXERS AND SEARCHERS RECEIVE TRAINING IN THE USE OF THESAURUS SO THAT THEY WOULD BE ABLE TO EXPLOIT ITS FULL POTENTIAL. (TC)

ED 010 240 48
A FIRST-YEAR COLLEGE LEVEL AUDIOLINGUAL COURSE FOR THE DUTCH LANGUAGE, VOLUMES I AND II.
BY- LAGERWEY, WALTER
CALVIN COLL., GRAND RAPIDS, MICH.
REPORT NUMBER BR-5-1246 PUB DATE 65
CONTRACT OEC-3-14-027
EDRS PRICE MF-$0.63 HC-$18.80 470P.

DESCRIPTORS- *AUDIOLINGUAL METHODS, *DUTCH, *GRAMMAR, *LANGUAGE INSTRUCTION, *LANGUAGES, GRAND RAPIDS, INDEXES (LOCATORS), MICHIGAN,

THE MATERIAL IN THIS DOCUMENT IS PARTIALLY INFORMATIVE AND PARTIALLY CONVERSATIONALLY ORIENTED. DUTCH PASSAGES ARE MIXED WITH ENGLISH TRANSLATIONS IN NUMBERED PARAGRAPHS. THE SOUNDS OF THE LANGUAGE ARE STRESSED. SEPARATE INDEXES ARE INCLUDED FOR GRAMMAR AND WORD STUDY. A KEY TO SOUND TESTS IS ALSO INCLUDED IN AN APPENDIX. (LP)

ED 010 241 48
THE EDUCATION OF THE MODERN FOREIGN LANGUAGE TEACHER FOR AMERICAN SCHOOLS.
BY- AXELROD, JOSEPH
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK
REPORT NUMBER BR-5-1359 PUB DATE MAR 66
EDRS PRICE MF-$0.18 HC-$2.52 63P.

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *LANGUAGE INSTRUCTION, *LANGUAGES, *TEACHER EDUCATION, *TEACHER PROGRAMS, LANGUAGE PROGRAMS, MODERN LANGUAGES, NDEA FOREIGN LANGUAGE INSTITUTE, NEW YORK, NEW YORK CITY, TEACHER CHARACTERISTICS,

THE PROBLEM WITH WHICH THIS REPORT DEALS IS PART OF A LARGER AND MORE BASIC PROBLEM FACING FOREIGN LANGUAGE DEPARTMENTS IN THE UNITED STATES - REDEFINING THE ENDS OF THE INSTRUCTION OFFERED BY THE DEPARTMENT AND DISCOVERING MORE ADEQUATE CURRICULAR MEANS THAN ARE USED AT PRESENT TO IMPLEMENT THOSE ENDS. SECTION ONE OF THE REPORT FOCUSES ON THE PROBLEM. SECTION TWO CONTAINS A SKETCH OF THE SUCCESSFUL FOREIGN LANGUAGE TEACHER IN THE AMERICAN SCHOOL. SECTION THREE PRESENTS RECOMMENDATIONS FOR CURRICULAR DEVELOPMENT IN TEACHER-EDUCATION PROGRAMS (BASED ON STUDY GROUPS OF NDEA FOREIGN LANGUAGE INSTITUTES). SECTION FOUR DEALS WITH THE NEED FOR PROFESSIONAL ORGANIZATIONS TO HELP COLLEGES AND UNIVERSITIES IN THE DIFFICULT TASK OF CURRICULAR REFORM. A NUMBER OF CONCRETE SUGGESTIONS ARE MADE. TWO APPENDIXES ARE INCLUDED--(1) MEMBERS OF THE 1965 INSTITUTE STUDY PROJECT, AND (2) MLA GUIDELINES FOR TEACHER-EDUCATION PROGRAMS IN MODERN FOREIGN LANGUAGES. (JC)

ED 010 242 24
HOW THE LANGUAGE OF KINDERGARTEN CHILDREN MAY BE DEVELOPED FOR USE IN PROBLEM SOLVING.
BY- MCNEANY, ROBERT KEISLAR, EVAN R.
UNIVERSITY OF CALIFORNIA, LOS ANGELES CAMPUS
REPORT NUMBER CRP-S-326 PUB DATE OCT 66
REPORT NUMBER BR-5-8028
CONTRACT OEC-5-10-455

EDRS PRICE MF-$0.09 HC-$2.28 57P.

DESCRIPTORS- *KINDERGARTEN CHILDREN, *LANGUAGE DEVELOPMENT, *PROBLEM SOLVING, *TASK PERFORMANCE, *VERBAL ABILITY, CALIFORNIA, COMPARATIVE ANALYSIS, ELECTROMECHANICAL AIDS, INSTRUCTIONAL AIDS, LOS ANGELES, LOW INCOME GROUPS,

THE VALUE OF YOUNG CHILDREN VOCALIZING DURING A PROBLEM-SOLVING TASK WAS STUDIED. IN A 2-DAY INVESTIGATION, SIXTY 4-YEAR-OLD CHILDREN WERE TRAINED INDIVIDUALLY TO SELECT THE CORRECT ONE OF THREE PICTURES DIFFERING ONLY IN SIZE. THE CHILDREN WERE DIVIDED RANDOMLY INTO A LABELING GROUP AND A NONLABELING GROUP. CHILDREN IN THE LABELING GROUP WERE REQUIRED TO OVERTLY VERBALIZE RELEVANT LABELS DURING THIS SELECTIVE LEARNING TASK. THEY PERFORMED SIGNIFICANTLY BETTER DURING TRAINING AND ON A POST-TEST THAN CHILDREN WHO SAW THE SAME STIMULI BUT WERE GIVEN NO LABELING TRAINING. THIS FINDING WAS NOT VERIFIED IN AN 8-DAY INVESTIGATION WHERE THE PRESENTATION OF STIMULUS MATERIALS AND VERBAL INSTRUCTIONS WAS ELECTRONICALLY CONTROLLED. SEVENTY-TWO 5-YEAR-OLD CHILDREN WERE DIVIDED RANDOMLY BETWEEN LABELING AND NONLABELING GROUPS AND GIVEN TRAINING ON A SELECTIVE LEARNING TASK INVOLVING MATERIALS DIFFERING IN SIZE, THICKNESS, LENGTH, AND COLOR VALUE. CHILDREN IN THE LABELING GROUP WERE REQUIRED TO LEARN FOUR SETS OF RELEVANT LABELS. ON THE POST-TEST, WHERE NO CHILDREN WERE INSTRUCTED TO VERBALIZE, NO DIFFERENCES IN PERFORMANCE WERE FOUND BETWEEN THE LABELING AND NONLABELING GROUPS. ALL CHILDREN PERFORMED CONSISTENTLY WORSE WHEN THE INTERMEDIATE SIZE PICTURE WAS THE CORRECT STIMULUS. A PILOT STUDY ALSO DEMONSTRATED THE POSSIBLE INTERFERING EFFECTS OF LANGUAGE. (RS)

ED 010 243 24

ANALYSIS OF WORD FREQUENCIES IN SPOKEN LANGUAGE OF CHILDREN.

BY- BEIER, ERNST G. AND OTHERS
UNIVERSITY OF UTAH, SALT LAKE CITY

REPORT NUMBER CRP-S-277 PUB DATE 65
REPORT NUMBER BR-5-8036
EDRS PRICE MF-$0.09 HC-$0.84 21P.

DESCRIPTORS- *CHILDREN, *LANGUAGE RESEARCH, *LANGUAGES, *VOCABULARY DEVELOPMENT, LANGUAGE ABILITY, LANGUAGE FLUENCY, LANGUAGE RECORDS (PHONOGRAPHY), SALT LAKE CITY, TAPE RECORDERS, UTAH,

AN ATTEMPT WAS MADE TO ESTABLISH CERTAIN BASE RATES IN LANGUAGE USAGE OF CHILDREN AND TO INVESTIGATE THEIR PSYCHOLOGICAL SIGNIFICANCE. SPECIFICALLY THE STUDY WAS AIMED AT DISCOVERING WHETHER THE FINDINGS OF G.K. ZIPF (1965) HELD FOR SPOKEN LANGUAGE OF CHILDREN AND WHETHER AGE DIFFERENCES INFLUENCED THE RELATIONSHIP OF VARIETY AND FREQUENCY OF WORD OCCURRENCES. ZIPF STATED THAT A RELATIONSHIP EXISTS BETWEEN HIGH FREQUENCY, SMALL VARIETY, AND SHORTNESS OF WORDS, A RELATIONSHIP PRESUMABLY VALID FOR LANGUAGE IN GENERAL. IN THIS STUDY 12- AND 16-YEAR-OLD BOYS (N=15 FOR EACH AGE GROUP) OF AVERAGE INTELLIGENCE WERE GIVEN A TAPE RECORDER TO OBTAIN THEIR VERBAL OUTPUT. FORTY THOUSAND WORDS OF EACH OF THE GROUPS WERE ANALYZED WITH THE STARKWEATHER PROGRAM ON AN IBM 7094 COMPUTER. THE RESULTS WERE PRESENTED IN TERMS OF LISTS OF WORDS USED, RATIOS OF THE NUMBER OF DIFFERENT WORDS SPOKEN TO THE NUMBER OF TOTAL WORDS, AND THE RATIO OF VARIETY TO FREQUENCY OF OCCURRENCE. (JC)

ED 010 244 24

THE MOTIVATIONAL PATTERNS OF WOMEN ENGAGED IN EDUCATIONAL ACTIVITIES OF VOLUNTARY ORGANIZATIONS.

BY- HALL, CLEO A.
UNIVERSITY OF CHICAGO

REPORT NUMBER CRP-S-228
REPORT NUMBER BR-5-8065
EDRS PRICE MF-$0.36 HC-$8.36 209P.

DESCRIPTORS- *FEMALES, *HOME ECONOMICS EDUCATION, *MOTIVATION, *ORGANIZATIONS (GROUPS), *TEST CONSTRUCTION, CHICAGO, CLUBS, ILLINOIS, INTERESTS, MEETINGS,

MOTIVATIONS, INTERESTS, AND NEEDS RELATED TO PARTICIPATION IN VOLUNTARY ORGANIZATIONS BY WOMEN WERE STUDIED. A THREE-PART INSTRUMENT WAS DEVELOPED TO MEASURE SELECTED MOTIVATIONS, TO COLLECT DATA OF DEMOGRAPHIC CHARACTERISTICS, AND TO MEASURE SATISFACTION OF ACTIVITIES. THE SAMPLE WAS COMPOSED OF 997 HOME ECONOMICS EXTENSION CLUB MEMBERS AND 129 COUNTY EXTENSION HOME ECONOMISTS. DATA WERE GATHERED FROM RESPONSES TO THE INSTRUMENT MADE BY THE FEMALE SUBJECTS. DATA ANALYSIS INCLUDED COMBINING THE RANK ORDERING OF COMPONENT REASONS AND COMPUTATION OF MEAN RANKS AND STANDARD DEVIATIONS FOR COMBINED RANK ORDERINGS. THE STRONGEST MOTIVATION FOR PARTICIPATION WAS THE DESIRE FOR LEARNING EXPERIENCES. SOCIABILITY WAS NOT FOUND TO BE A PRIMARY MOTIVATING FORCE FOR PARTICIPATION. (RS)

ED 010 245 24

RESULTS OF EARLY IDENTIFICATION AND GUIDANCE OF UNDERACHIEVERS.

BY- JACKSON, ROBERT M.
WISCONSIN STATE UNIV. - LA CROSSE

REPORT NUMBER CRP-S-153 PUB DATE OCT 66
REPORT NUMBER BR-5-8111
CONTRACT OEC-5-10-133
EDRS PRICE MF-$0.18 HC-$3.96 99P.

DESCRIPTORS- *COUNSELORS, *DIAGNOSTIC TESTS (EDUCATION), *ELEMENTARY SCHOOL STUDENTS, *GUIDANCE PROGRAMS, *UNDERACHIEVERS, COMPARATIVE ANALYSIS, COUNSELING PROGRAMS, EVALUATION METHODS, FOLLOWUP PROGRAMS, GRADE 4, LA CROSSE, WISCONSIN,

DIAGNOSTIC AND GUIDANCE PROCEDURES WERE STUDIED TO DETERMINE THEIR EFFECTIVENESS IN ALTERING OR IMPROVING THE DEVELOPMENT OF ELEMENTARY SCHOOL UNDERACHIEVERS. AN EARLIER GUIDANCE STUDY TESTED 1,078 BEGINNING FOURTH GRADERS, OF WHOM 190 WERE IDENTIFIED AS UNDERACHIEVERS. CERTAIN PRACTICES AND PROCEDURES AND A PHILOSOPHY FOR DEALING WITH LEARNING PROBLEMS WERE DEVELOPED. THESE PROCEDURES WERE USED OVER A 3-YEAR PERIOD OF EXPERIMENTATION. EXPERIMENTAL AND CONTROL GROUPS WERE ESTABLISHED. THE FOLLOWUP RESULTS INDICATED THAT THE NEED FOR COUNSELING WAS NOT FULLY MET FOR THE SUBJECTS. THE UNDERACHIEVERS, AS A GROUP, DID NOT ATTAIN A STATE OF DEVELOPMENT COMPARABLE TO THE GROUP OF ACHIEVERS. TWO DESIGN PROBLEMS ENCOUNTERED BY THIS RESEARCH WERE POINTED OUT FOR OTHER INVESTIGATORS IN THIS AREA--(1) ADEQUATE CONTROLS, AND (2) THE ROLE OF AN OUTSIDER IN A SCHOOL SETTING. IT WAS CONCLUDED THAT SUCCESS IN ELEMENTARY SCHOOL GUIDANCE PROGRAMS IS RELATED LESS TO KNOWLEDGE OF TECHNIQUES OF CHILD STUDY THAN TO THE COUNSELORS' ABILITY TO RELATE POSITIVELY TO THE

PARENTS AND TEACHER OF THE CHILD. (RS)

ED 010 246 24
AN EXPLORATORY STUDY OF THE DEVELOPMENT OF MORE EFFECTIVE TESTING PROGRAMS FOR STUDENTS IN DIFFERING CULTURAL BACKGROUNDS.
BY- CANTWELL, ZITA M.
CITY UNIV. OF NEW YORK, BROOKLYN COLL.
REPORT NUMBER CRP-S-336 PUB DATE 31 MAY 66
REPORT NUMBER BR-5-8112
EDRS PRICE MF-$0.09 HC-$1.36 34P.

DESCRIPTORS- *CULTURAL DIFFERENCES, *INTELLIGENCE TESTS, *PREDICTIVE ABILITY, *PREDICTIVE VALIDITY, *SOCIOECONOMIC BACKGROUND, D. 48 TEST, ETHNIC GROUPS, FEMALES, HIGH SCHOOL STUDENTS, NEW YORK, NEW YORK CITY, STANDARD PROGRESSIVE MATRICES,

THE PREDICTIVE ABILITY OF TWO INTELLIGENCE TESTS ON A CROSS-CULTURAL SAMPLE WAS STUDIED. THE STANDARD PROGRESSIVE MATRICES AND THE D. 48 TEST WERE ADMINISTERED TO 1,379 GIRLS IN GRADES 9 THROUGH 12. OTHER TEST SCORES WERE OBTAINED FROM STUDENT RECORDS. THE CROSS-CULTURAL GROUPS CONSISTED OF (1) INDO-EUROPEAN, (2) SPANISH-AMERICAN, (3) NEGRO, AND (4) CHINESE. MEASURES WERE MADE OF ACHIEVEMENT, SOCIOECONOMIC LEVEL, INTELLIGENCE, AND ABILITY. CORRELATIONS AND COMPARATIVE PROCEDURES WERE EMPLOYED IN ANALYSES. SCORES ON BOTH TESTS EMPHASIZED MATHEMATICS APTITUDE AND ACHIEVEMENT. NEITHER OF THE TESTS VALIDLY PREDICTED PERFORMANCE LEVELS, NOR DID THEY DIFFERENTIATE AMONG THE ETHNIC GROUPS. FUTURE RESEARCH WAS SUGGESTED TO SHOW HOW INSTRUMENTS MAY DIFFERENTIATE WITHIN ETHNIC GROUPS AS SOCIOECONOMIC RANK CHANGES. (RS)

ED 010 247 24
STATE CERTIFICATION OF TEACHERS IN CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS.
BY- LINDNER, SISTER M.J.
SAINT JOHNS UNIV., JAMAICA, N. Y.
REPORT NUMBER CRP-S-220 PUB DATE 66
REPORT NUMBER BR-5-8122
EDRS PRICE MF-$0.54 HC-$16.28 407P.

DESCRIPTORS- *CATHOLIC SCHOOLS, *CERTIFICATES (TEACHING), *CHANGING ATTITUDES, *NATIONAL SURVEYS, *TEACHER QUALIFICATIONS, EDUCATIONAL ATTITUDES, EMPLOYMENT, JAMAICA, NEW YORK, STATE LEGISLATION, TEACHER EMPLOYMENT,

INFORMATION ON STATE CERTIFICATION OF TEACHERS IN CATHOLIC SCHOOLS, THE LARGEST SECTOR OF THE NONPUBLIC SCHOOLS, WAS PROVIDED BY A SURVEY OF (1) STATE POLICIES FOR CERTIFYING CATHOLIC SCHOOL TEACHERS, (2) THE EXTENT OF STATE CERTIFICATION IN CATHOLIC SCHOOLS AND REASONS FOR THESE SCHOOLS' CERTIFICATION STATUS, AND (3) OPINIONS OF DIOCESAN SUPERINTENDENTS OF SCHOOLS ON THE SUBJECT. SEPARATE INSTRUMENTS WERE DIRECTED TO THE CHIEF CERTIFICATION OFFICER IN EACH OF THE 50 STATES, A STRATIFIED RANDOM SAMPLING OF TEACHERS IN CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS, AND THE DIOCESAN SUPERINTENDENT OF EACH DIOCESE WITHIN 50 STATES. DATA OBTAINED FROM THESE GROUPS FORMED THE BASIS OF THE STUDY. THE INSTRUMENTS USED WITH THE GROUPS WERE A QUESTIONNAIRE, A CENSUS FORM, AND AN OPINIONNAIRE, RESPECTIVELY. FINDINGS PRESENTED THE AMOUNT OF INTEREST ON THE CENTRAL TOPIC AMONG THE RELEVANT GROUPS, THE AMOUNT OF COOPERATION BETWEEN DIOCESAN AND STATE EDUCATIONAL LEADERS IN THE PLANNING OF CERTIFICATION PROGRAMS, AND THE ACCEPTANCE OF STANDARD STATE CERTIFICATION AS A PREREQUISITE FOR EMPLOYMENT IN CATHOLIC SCHOOLS. (JH)

ED 010 248 24
THE ELEMENTARY SCHOOL PRINCIPALSHIP IN TEXAS.
BY- STOKER, W.H. AND OTHERS
WEST TEXAS STATE UNIV., CANYON
REPORT NUMBER CRP-S-357 PUB DATE JUN 66
REPORT NUMBER BR-5-8130
CONTRACT OEC-5-10-433
EDRS PRICE MF-$0.18 HC-$4.92 123P.

DESCRIPTORS- *ADMINISTRATOR ATTITUDES, *ADMINISTRATOR ROLE, *ELEMENTARY SCHOOLS, *INDIVIDUAL CHARACTERISTICS, *PRINCIPALS, ADMINISTRATOR RESPONSIBILITY, CANYON, QUESTIONNAIRES, SCHOOL ORGANIZATION, SCHOOL POLICY, SURVEYS, TEXAS,

A COMPREHENSIVE ASSESSMENT OF THE STATUS AND POSITION OF THE ELEMENTARY SCHOOL PRINCIPALSHIP WAS PRESENTED. QUESTIONNAIRES WERE SENT TO 3,506 PRINCIPALS. BASED UPON 1,146 RESPONSES THE DATA WERE ANALYZED AND PRESENTED IN THESE CATEGORIES--(1) ORGANIZATION OF THE ELEMENTARY SCHOOL, (2) PERSONAL AND PROFESSIONAL CHARACTERISTICS OF THE PRINCIPAL, (3) SALARY AND TENURE, AND (4) POLICIES EMPLOYED IN THE SCHOOL. SOME OF THE FINDINGS AND IMPLICATIONS INDICATED THAT THE SCHOOL PRINCIPALSHIP WAS THE MOST IMPORTANT ADMINISTRATIVE POSITION IN THE STRUCTURE OF PUBLIC SCHOOLS. THE REPORT LISTED 35 OF THE MORE IMPORTANT FINDINGS AND DISCUSSED IMPLICATIONS OF (1) ORGANIZATION, (2) SIZE OF THE SCHOOL, (3) FAMILY INCOME, (4) SEX, (5) EDUCATION, AND (6) OTHER RELATED AREAS. (RS)

ED 010 249 24
THE RELATIONSHIP BETWEEN CREATIVITY AND RISK TAKING IN FIFTH-GRADE CHILDREN.
BY- PANKOVE, ETHEL
RUTGERS, THE STATE UNIV., GRADUATE SCHOOL OF ED.
REPORT NUMBER CRP-S-457 PUB DATE SEP 66
REPORT NUMBER BR-5-8454
EDRS PRICE MF-$0.27 HC-$5.56 139P.

DESCRIPTORS- *COGNITIVE ABILITY, *CREATIVE EXPRESSION, *CREATIVITY RESEARCH, *DECISION MAKING SKILLS, ANXIETY, GRADE 5, GROUP INTELLIGENCE TESTING, INDIVIDUAL DIFFERENCES, INDIVIDUAL TESTS, MIDDLE CLASS, NEW BRUNSWICK, NEW JERSEY, TASK PERFORMANCE,

INDIVIDUAL DIFFERENCES IN RISK TAKING WERE STUDIED IN A SAMPLE OF 162 MIDDLE-CLASS CHILDREN IN GRADE 5. MEASURES OF ANXIETY, CREATIVITY, DEFENSIVENESS, INTELLIGENCE, AND RISK TAKING WERE ANALYZED TO DETERMINE CERTAIN SELECTED RELATIONSHIPS. THE AUTHOR CONCLUDED THAT CREATIVITY BEARS A MORE POWERFUL RELATIONSHIP TO RISK TAKING THAN DOES INTELLIGENCE. (JK)

ED 010 250 24
CRITICAL REACTIONS, SELF-CONCEPT, AND BEHAVIORAL PREFERENCES, FINAL REPORT.
BY- VIDEBECK, RICHARD MAEHR, MARTIN L.
SYRACUSE UNIV., N. Y.
REPORT NUMBER CRP-S-628-25 PUB DATE AUG 66
REPORT NUMBER BR-5-0399
CONTRACT OEC-1-6-058399-0665
EDRS PRICE MF-$0.27 HC-$5.28 132P.

DESCRIPTORS- *BEHAVIOR THEORIES, *BEHAVIORAL SCIENCES, *INDIVIDUAL DEVELOPMENT, *INDIVIDUAL DIFFERENCES, *SELF CONCEPT, MOTIVATION, NEW YORK, SYRACUSE,

THE SIX PAPERS COLLECTED IN THIS REPORT DEAL WITH THEORETICAL AND EMPIRICAL EFFORTS IN RESEARCH ON THE DEVELOPMENT OF THE SELF-CONCEPT. THE THREE THEORETICAL PAPERS EXTEND THE THEORETICAL FRAMEWORK DEVELOPED BY THE PRINCIPAL INVESTIGATORS IN THEIR EARLIER WORK AND ALSO CALL ATTENTION TO AND ELABORATE UPON FUNDAMENTAL SOCIAL AND PSYCHOLOGICAL ISSUES RELEVANT TO BEHAVIORAL SCIENCE THEORY AND PRACTICE. THE EMPIRICAL STUDIES CENTER ON THE BEHAVIORAL EFFECTS OF VARIATIONS IN SELF-CONCEPTS AND RELATED VARIABLES. THE CONCLUSIONS CONTRIBUTE TO THE UNDERSTANDING OF INDIVIDUAL DIFFERENCES IN THE PROCESSING OF COMMUNICATED INFORMATION AND THE BEHAVIORAL EFFECTS OF THESE DIFFERENCES. (GD)

ED 010 251 24
THE RELATION OF READING ACHIEVEMENT TO ONE ASPECT OF "REALISM" AMONG 7- TO 12-YEAR-OLD BOYS.
BY- SOLOMON, MARILYN
NEW YORK UNIV., SCHOOL OF EDUCATION
REPORT NUMBER CRP-S-616-65 PUB DATE 66
REPORT NUMBER BR-5-0380
EDRS PRICE MF-$0.18 HC-$2.40 60P.

DESCRIPTORS- *CONCEPT FORMATION, *DEVELOPMENTAL READING, *MORAL VALUES, *READING RESEARCH, *RETARDED READERS, MALES, NEW YORK, NEW YORK CITY, READING ACHIEVEMENT, READING FAILURE, READING PROCESSES,

THIS INVESTIGATION STUDIED THE RELATIONSHIP BETWEEN READING ACHIEVEMENT AND MORAL REALISM IN 7- TO 12-YEAR-OLD BOYS. INTRAGROUP TRENDS AND INTERGROUP DIFFERENCES IN MORAL REALISM AMONG RETARDED AND SUCCESSFUL READERS WERE COMPARED AND EVALUATED. A HORIZONTAL ANALYSIS AND A VERTICAL ANALYSIS WERE PERFORMED IN ORDER TO DETERMINE THE PRESENCE OF A CERTAIN DEVELOPMENTAL TREND IN MORAL THINKING (STRUCTURING) IN SUCCESSFUL READERS THAT MAY NOT BE PRESENT IN RETARDED READERS. FROM THE DATA OBTAINED BY INTERVIEWS IT WAS FOUND THAT CHILDREN WHO ARE RETARDED IN READING ACHIEVEMENT ARE ALSO SOMEWHAT RETARDED IN MORAL-CONCEPTUAL DEVELOPMENT AS MEASURED IN PIAGET'S TERMS. THE STUDY SHOWED THAT THERE IS EVIDENCE OF A LAG IN MORAL REALISM IN RETARDED READERS WHEN THEY ARE COMPARED TO SUCCESSFUL READERS. (GD)

ED 010 252 24
EFFECTS OF CLASSROOM ENVIRONMENT ON STUDENT LEARNING.
BY- SOMMER, ROBERT
UNIVERSITY OF CALIFORNIA, DAVIS CAMPUS
REPORT NUMBER CRP-S-204 PUB DATE 65
REPORT NUMBER BR-5-0330
EDRS PRICE MF-$0.09 HC-$2.08 52P.

DESCRIPTORS- *CLASSROOM ARRANGEMENT, *CLASSROOM ENVIRONMENT, *CLASSROOM PARTICIPATION, *LEARNING EXPERIENCE, *STUDENT PARTICIPATION, CALIFORNIA, CLASSROOM FURNITURE, CLASSROOM RESEARCH, DAVIS, STUDENT REACTION,

A STUDY WAS CONDUCTED TO INVESTIGATE THE EFFECT OF DIFFERENT CLASSROOM ENVIRONMENTS UPON STUDENT PARTICIPATION AND INTERRELATIONSHIPS. AN EXPERIMENTAL CLASS IN INTRODUCTORY PSYCHOLOGY WAS FORMED WITH AN ENROLLMENT OF 144 STUDENTS. THE DIFFERENCE BETWEEN THE EXPERIMENTAL CLASS AND OTHER CLASSES WAS THAT THE ROOM SELECTION HAD BEEN PREARRANGED ACCORDING TO CERTAIN EXPERIMENTAL REQUIREMENTS. PARTICIPATION WAS RELATED TO SUBAREAS IN EACH ROOM. RATING SCALES WERE USED TO LEARN THE REACTIONS OF THE STUDENTS TO THE ROOMS AND TO THE DISCUSSION SECTIONS. IT WAS CONCLUDED THAT PEOPLE WILL ENDEAVOR TO ESCAPE A POOR CLASSROOM ENVIRONMENT WHEN POSSIBLE. UNDER THE EXPERIMENTAL CONDITIONS MORE PARTICIPATION WAS FOUND IN DISCUSSIONS IN THE LABORATORY WITH ITS STRAIGHT ROW ARRANGEMENT OF CHAIRS THAN IN THE SEMINAR ROOM. SEATING POSITION WITHIN THE CLASSROOM ALSO MADE A DIFFERENCE IN PARTICIPATION. (RS)

ED 010 253 56
THE APPLICATION OF AUDIOVISUAL MATERIALS AND SIMULATION TO MODIFY THE HARVARD CASE STUDY METHOD FOR PREPARING STUDENT PERSONNEL ADMINISTRATORS.
BY- RICKARD, SCOTT T.
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER NDEA-VIIA-S-1456 PUB DATE 66
REPORT NUMBER BR-5-0351
CONTRACT OEC-3-6-058351-0610
EDRS PRICE MF-$0.27 HC-$6.60 165P.

DESCRIPTORS- *ADMINISTRATIVE PERSONNEL, *GRADUATE STUDENTS, *SIMULATED ENVIRONMENT, *SIMULATION, ADMINISTRATION, AUDIOVISUAL INSTRUCTION, AUDIOVISUAL MATERIALS, BLOOMINGTON, INDIANA, RESEARCH PROJECTS, SCHOOL PERSONNEL,

SIMULATED CASE MATERIALS FOR THE PREPARATION OF STUDENT PERSONNEL ADMINISTRATORS WERE DEVELOPED AND TESTED. FOUR SIMULATED CASES WERE DEVELOPED FOR USE IN AN 8-WEEK RESEARCH PROJECT INVOLVING 46 GRADUATE STUDENTS RANDOMLY ASSIGNED TO A CONTROL AND AN EXPERIMENTAL GROUP. THE STUDY REVEALED NO SIGNIFICANT DIFFERENCES BETWEEN THE EXPERIMENTAL AND CONTROL GROUPS ON THE PERCEIVED VALUE OF THE SIMULATED CASE MATERIALS, CASE DISCUSSIONS, "IN-BASKET" PROBLEMS, AND LECTURES. IT WAS CONCLUDED THAT SIMULATION HAS POTENTIAL VALUE IN COMPLEMENTING EXISTING COURSE MATERIALS IN STUDENT PERSONNEL ADMINISTRATION. FURTHER RESEARCH INTO AUGMENTATION BY SIMULATION TECHNIQUES WAS SUGGESTED. (GD)

ED 010 254 24
A STUDY OF SOME OF THE WAYS IN WHICH REJECTED CHILDREN BEHAVE.
BY- SAVELL, JOEL M.
ALFRED UNIV., N. Y.
REPORT NUMBER CRP-S-245 PUB DATE 66
REPORT NUMBER BR-5-0329
EDRS PRICE MF-$0.18 HC-$2.84 71P.

DESCRIPTORS- *BEHAVIOR PATTERNS, *PERSONALITY ASSESSMENT, *PERSONALITY CHANGE, *REJECTION, *STUDENT BEHAVIOR, ALFRED, CONFORMITY, NEW YORK,

THE EFFECT OF PERSONAL REJECTION IN ELICITING CONFORMITY WAS STUDIED TO DISCOVER WHETHER THE CONSEQUENCES OF LOWERED SELF-ESTEEM AND THE MOTIVATION TO INGRATIATE ONESELF AFFECT A STUDENT'S RECEPTIVITY TO THE INFLUENCES OF THE SCHOOL. THE TWO SPECIFIC QUESTIONS INVESTIGATED WERE--(1) IS THE INDIVIDUAL WHO EXPERIENCES REJECTION IN AN INITIALLY VALUED RELATIONSHIP RENDERED SUSCEPTIBLE TO INFLUENCE BY THE ONE WHO REJECTED HIM, OR THE ALTERNATE, (2) IS HE MORE SUSCEPTIBLE TO WHATEVER SOCIAL INFLUENCES HAPPEN TO BE PRESENT. THE RESEARCH IS A FACTORIAL DESIGN IN WHICH STOOGES OF THE EXPERIMENTER PROVIDE THE REJECTION OR ACCEPTANCE CONDITIONS. THE FINDINGS WERE AMBIGUOUS. (JK)

ED 010 255 24
AN APPLICATION OF A MODEL OF CREATIVE THINKING TO TEACHING IN A FIRST-GRADE CLASSROOM.
BY- MANN, JOHN S.
UNIVERSITY OF WISCONSIN, MADISON
REPORT NUMBER CRP-S-483 PUB DATE 31 AUG 66
REPORT NUMBER BR-5-8303
CONTRACT OEC-6-10-228
EDRS PRICE MF-$0.36 HC-$8.56 214P.

DESCRIPTORS- *CREATIVE THINKING, *LITERATURE PROGRAMS, *MENTAL DEVELOPMENT, *MODELS, *THOUGHT PROCESSES, COGNITIVE PROCESSES, COMPARATIVE EDUCATION, GRADE 1, LEARNING PROCESSES, MADISON, TEACHING TECHNIQUES, WISCONSIN,

THE EFFECTS OF TWO TECHNIQUES FOR TEACHING CHILDREN'S LITERATURE TO SAMPLES OF FIRST-GRADE CHILDREN WERE INVESTIGATED. THE EXPERIMENTAL TREATMENT WAS BASED ON LAWRENCE KUBIE'S MODEL OF THE CREATIVE PROCESS. THE CONTROL GROUP RECEIVED THE CONVENTIONAL PRESENTATION OF CHILDREN'S LITERATURE WITHOUT KUBIE'S EMPHASIS ON METAPHORICAL AND PRECONSCIOUS SYMBOLISM. THE HYPOTHESES TESTED WERE THAT THE EXPERIMENTAL GROUP WOULD PERFORM BETTER THAN THE CONTROL GROUP ON MEASURES OF FLUENCY, FLEXIBILITY, ORIGINALITY, RECALL, AND ANALOGY-MAKING. THE GROUPS DID NOT DIFFER SIGNIFICANTLY, BUT THE AUTHOR STATED THAT THE DATA SUPPORTED THE NEED FOR FURTHER INVESTIGATION. (JK)

ED 010 256 24
DEVELOPMENT AND EVALUATION OF A ONE-SEMESTER STENOGRAPHY COURSE.
BY- MCHURTRIE, PATSY B.
SAN FRANCISCO STATE COLL.
REPORT NUMBER CRP-S-230 PUB DATE JUN 66
REPORT NUMBER BR-5-8277
GRANT OEG-5-10-326-2-32
EDRS PRICE MF-$0.18 HC-$4.40 110P.

DESCRIPTORS- *INSTRUCTIONAL MATERIALS, *OFFICE OCCUPATIONS EDUCATION, *SCHEDULING, *STENOGRAPHERS, *TEACHING METHODS, ACCELERATED COURSES, AUDIOVISUAL INSTRUCTION, CALIFORNIA, PROGRAMED INSTRUCTION, SAN FRANCISCO, SCHEDULE MODULES, TAPE RECORDINGS, TEACHING,

THIS STUDY WAS UNDERTAKEN TO DESIGN A NEW SCOPE AND SEQUENCE FOR A SHORTHAND AND TRANSCRIPTION COURSE WHICH WOULD FIT A ONE-SEMESTER STENOGRAPHY PROGRAM. A PACKAGE OF INSTRUCTIONAL MATERIALS, CALLED A SHORTHAND STRUCTURED-LEARNING PROGRAM, WAS DEVELOPED WHICH INCLUDED A TEXTBOOK, TAPES, FILM CLIPS, AND TRANSPARENCIES. THREE SCHOOLS PARTICIPATED IN THE PROGRAM--A HIGH SCHOOL, AN ADULT SCHOOL, AND A STATE COLLEGE. AT THEIR RESPECTIVE CLASS BEGINNING DATES, STUDENTS IN EACH GROUP TOOK THE BUSINESS ENGLISH TEST. AN ANALYSIS OF VARIANCE SHOWED THAT THE STUDENTS WERE FROM DIFFERENT POPULATIONS. A FINAL EXAMINATION, GIVEN UPON COMPLETION OF THE PROGRAM, REVEALED THAT THE STUDENTS ATTAINED ESSENTIALLY THE SAME LEVEL OF PROFICIENCY. THE PROGRAM TOOK A HIGH OF 95 HOURS TO A LOW OF 72 HOURS FOR COMPLETION. THE GENERALLY ACCEPTED PLAN FOR TEACHING STENOGRAPHY INVOLVES FOUR SEMESTERS OF STUDY. THUS, IT WAS CONCLUDED THAT THE SHORTHAND STRUCTURED-LEARNING PROGRAM PROVIDES A MEANS FOR SHORTENING INSTRUCTION TIME, AND PRESENTS A FLEXIBLE PROGRAM FOR AVERAGE AND TALENTED STUDENTS. (JC)

ED 010 257 24
A SURVEY OF THE TECHNICAL NEEDS OF INDUSTRY AND IMPLICATIONS FOR CURRICULUM DEVELOPMENT IN HIGHER EDUCATION.
BY- JACOBSEN, ECKHART A. SWANSON, MERLYN
NORTHERN ILLINOIS UNIV., DE KALB
REPORT NUMBER CRP-S-298 PUB DATE 66
REPORT NUMBER BR-5-8248
CONTRACT OEC-5-10-340
EDRS PRICE MF-$0.36 HC-$9.76 244P.

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *INDUSTRIAL ARTS, *MANPOWER DEVELOPMENT, *SURVEYS, *VOCATIONAL EDUCATION, DEKALB, EDUCATIONAL NEEDS, ILLINOIS, INDUSTRIAL EDUCATION, INDUSTRY, JOB TRAINING, NATIONAL SURVEYS, QUESTIONNAIRES, TRAINING, VOCATIONAL HIGH SCHOOLS, VOCATIONAL SCHOOLS,

THE MAJOR PURPOSE OF THIS STUDY WAS TO SURVEY AND IDENTIFY TECHNOLOGICAL MANPOWER NEEDS OF INDUSTRY AND TO RELATE THESE NEEDS TO CURRICULUM DEVELOPMENT IN HIGHER EDUCATION. A QUESTIONNAIRE SURVEY METHOD WAS EMPLOYED FOR THE INVESTIGATION. APPROXIMATELY 11,000 COMPANIES WERE SELECTED FOR SATURATION MAILINGS. THE STUDY RESULTS WERE BASED UPON QUESTIONNAIRE RETURNS OF ABOUT 10 PERCENT OF THE SAMPLE COMPANIES. THESE RETURNS MET SPECIFIED CRITERIA FOR ANALYSIS. THREE KINDS OF INFORMATION WERE REQUESTED--(1) GENERAL INFORMATION ABOUT THE COMPANY, (2) TECHNOLOGICAL CHARACTERISTICS OF THE COMPANY, AND (3) INFORMATION ABOUT THE TECHNOLOGICAL NEEDS OF THE COMPANY. THE REPORT INCLUDES GENERAL AND SPECIFIC FINDINGS RELATED TO A TOTAL OF 50 TECHNICIAN POSITIONS. CURRICULAR CONCLUSIONS WERE PRESENTED FOR--(1) CHEMICAL TECHNOLOGY, (2) METALS TECHNOLOGY, (3) ELECTRONICS TECHNOLOGY, (4) MECHANICAL TECHNOLOGY, AND (5) MISCELLANEOUS TECHNOLOGY. (JC)

ED 010 258 24
TRANSLATED READING TESTS AS CULTURE-FAIR MEASURES FOR FOREIGN STUDENTS.
BY- KUMBARACI, TURKAN E.
COLUMBIA UNIV., NEW YORK
REPORT NUMBER CRP-S-177 PUB DATE 66
REPORT NUMBER BR-5-8214
CONTRACT OEC-5-10-108

EDRS PRICE MF-$0.18 HC-$4.96 124P.

DESCRIPTORS- *CULTURE FREE TESTS, *FOREIGN STUDENTS, *ITEM ANALYSIS, *READING COMPREHENSION, *READING TESTS, *SCREENING TESTS, *TEST VALIDITY, COLLEGE ENTRANCE EXAMINATIONS, COLLEGE STUDENTS, COMPARATIVE ANALYSIS, CULTURAL DIFFERENCES, NEW YORK, NEW YORK CITY, TURKEY, TURKISH,

A COMPARISON OF AN ENGLISH LANGUAGE READING COMPREHENSION TEST WITH ITS TURKISH TRANSLATION AND RETRANSLATION WAS CONDUCTED. THE INSTRUMENTS CONSISTED OF TWO PARALLEL FORMS OF A READING TEST OF COLLEGE ENTRANCE LEVEL. THEY WERE TRANSLATED INTO TURKISH, AND THEN RETRANSLATED INTO ENGLISH. SUPPLEMENTARY MEASURES WERE ALSO EMPLOYED. THE SAMPLE CONSISTED OF 896 TURKISH HIGH SCHOOL SENIORS AND COLLEGE STUDENTS, AND 1,324 AMERICAN HIGH SCHOOL SENIORS AND COLLEGE STUDENTS. SEVERAL SUGGESTIONS WERE DISCUSSED FOR THE PERFECTION OF THE INSTRUMENTS USED FOR SCREENING FOREIGN STUDENTS AND FOR CROSS-CULTURAL ITEM STATISTICS. (RS)

ED 010 259 24
COMPARATIVE COSTS OF BOOK PROCESSING IN A PROCESSING CENTER AND FIVE INDIVIDUAL LIBRARIES.
BY- HENDRICKS, DONALD D.
UNIVERSITY OF ILLINOIS, GRAD. SCH.OF LIB. SCIENCE
REPORT NUMBER CRP-S-335 PUB DATE 66
UNIVERSITY OF MICHIGAN, ANN ARBOR
REPORT NUMBER BR-5-8179
CONTRACT OEC-5-10-384
EDRS PRICE MF-$0.45 HC-$11.44 286P.

DESCRIPTORS- *EXPENDITURES, *INFORMATION PROCESSING BOOKS, *LIBRARY EXPENDITURES, *LIBRARY SERVICES, *PUBLIC LIBRARIES, CHICAGO, COMPARATIVE ANALYSIS, COOPERATIVE PROGRAMS, COSTS, ILLINOIS, INFORMATION SYSTEMS, LIBRARY SYSTEM,

THE COSTS OF TECHNICAL PROCESSING WITHIN A COOPERATIVE LIBRARY CENTER SERVING A NUMBER OF MEMBER LIBRARIES WERE COMPARED WITH COMBINED COSTS OF OTHER NONMEMBER INSTITUTIONS. IT WAS HYPOTHESIZED THAT THE COST PER MEMBER LIBRARY IN A CENTRALIZED SYSTEM FOR A GIVEN QUALITY OF TECHNICAL PROCESSING WOULD BE LESS THAN THE COST OF SIMILAR TECHNICAL PROCESSING PERFORMED BY OTHER INDIVIDUAL LIBRARIES, PRIMARILY BECAUSE CENTRALIZATION WOULD ELIMINATE DUPLICATION OF WORK AND STAFF. THE SPECIFIC CENTER STUDIED DURING THIS PROJECT WAS IN ITS FIRST YEAR OF OPERATION. A THOROUGH ANALYSIS OF THE CENTER'S ACTIVITIES SHOWED DIFFICULTIES THAT AROSE DURING THIS INITIAL PERIOD OF OPERATION AND THE REACTIONS OF ITS MEMBERS TO THE VARIOUS SERVICES PROVIDED. CENTRALIZED PROCESSING DID NOT EFFECT SAVINGS IN ALL CASES. NO MEMBER OF THE CENTER, HOWEVER, ADVOCATED A RETURN TO INDIVIDUAL LIBRARY PROCESSING METHODS. ABOVE ALL, THE CENTRALIZATION PROCESS OBTAINED A CONSISTENT LEVEL OF CATALOGING AND APPEARED TO ALLOW PROFESSIONALS IN THE MEMBER LIBRARIES MORE TIME FOR PUBLIC SERVICES. (JH)

ED 010 260 24
A SYNTHESIS OF RESEARCH PERTAINING TO SCHOOL BUILDINGS CONDUCTED BY EDUCATORS AND ARCHITECTS.
BY- NORTH, STEWART D. AND OTHERS
UNIVERSITY OF WISCONSIN, MADISON
REPORT NUMBER CRP-S-356 PUB DATE 66
REPORT NUMBER BR-5-8173
EDRS PRICE MF-$0.45 HC-$11.60 290P.

DESCRIPTORS- *MATERIAL DEVELOPMENT, *RESOURCE MATERIALS, *SCHOOL BUILDINGS, *SCHOOL PLANNING, *SURVEYS, BIBLIOGRAPHY, BOOKLISTS, EDUCATIONAL FACILITIES, MADISON, PERIODICALS, SCHOOL ARCHITECTURE, WISCONSIN,

THE FIELD OF SCHOOL PLANT PLANNING RESEARCH WAS SURVEYED TO DETERMINE THE SOURCES OF RESEARCH MATERIALS. THE SOURCES INCLUDED (1) DOCTORAL DISSERTATIONS, (2) LIBRARIES AND COLLECTIONS, AND (3) PERIODICAL LITERATURE. THE STUDY FOCUSED ON SCHOOL FACILITIES AS THEY RELATE TO THE LEARNING PROCESS. SINCE LIBRARY COLLECTIONS WERE FOUND INADEQUATE, IT WAS DECIDED TO SEARCH PERIODICAL LITERATURE AND DISSERTATION ABSTRACTS. PERIODICAL ARTICLES LISTED IN THE "EDUCATION INDEX" AND THE "ART INDEX" WERE SURVEYED. ALL ARTICLES SELECTED WERE COMBINED INTO AN EXTENSIVE BIBLIOGRAPHY OF 2,188 ENTRIES. THE LITERATURE WAS SORTED, REPORTED FOR EACH DISCIPLINE, AND DISPLAYED ON A BAR GRAPH. THERE WAS A TREND FOR SCHOOL PLANT ARCHITECTS TO WRITE ARTICLES FOR EDUCATIONAL PERIODICALS. ONE OF THE RECOMMENDATIONS WAS THAT MORE DISSERTATIONS AND GRADUATE DESIGN PROJECTS BE PUBLISHED IN PROFESSIONAL JOURNALS OF BOTH FIELDS. (RS)

ED 010 261 24
A STUDY OF DEVELOPMENT OF CONSERVATION OF QUANTITY.
BY- NUKTARIAN, HERBERT H. THOMPSON, GEORGE G.
OHIO STATE UNIV. RESEARCH FOUNDATION, COLUMBUS
REPORT NUMBER CRP-S-398 PUB DATE 1 JUN 66
REPORT NUMBER BR-5-8169
REPORT NUMBER RF-2067-2
CONTRACT OEC-5-10-412
EDRS PRICE MF-$0.18 HC-$2.76 69P.

DESCRIPTORS- *COGNITIVE DEVELOPMENT, *CONCEPT TEACHING, *MATHEMATICAL CONCEPTS, COLUMBUS, CONCEPT FORMATION, MATHEMATICAL MODELS, OHIO, PERCEPTUAL DEVELOPMENT,

PIAGET'S THEORETICAL FORMULATION OF THE DEVELOPMENT OF CONSERVATION OF CONTINUOUS QUANTITY WAS EXAMINED. CONTROL SUBJECTS IN EACH OF TWO AGE GROUPS (5 AND 6 YEARS) WERE GIVEN A COMPLEX TASK SITUATION THAT IS TYPICAL OF PIAGET'S WORK. THESE SUBJECTS WERE ALSO GIVEN ANOTHER TASK, A MEASURE OF CONSERVATION OF QUANTITY THAT IS INDEPENDENT OF PIAGET'S THEORETICAL FORMULATION. EXPERIMENTAL SUBJECTS IN EACH OF THE 5- AND 6-YEAR GROUPS RECEIVED A LEARNING EXPERIENCE WHICH FOCUSED ON LOGICAL PERMANENCE PRIOR TO THEIR TAKING THE SAME INITIAL TASK TAKEN BY THE CONTROL GROUP. THE RESULTS WERE THAT CHILDREN 5 AND 6 YEARS OF AGE CONSERVE QUANTITY WHEN GIVEN THE PROPER EXPERIENCE AND THAT THEY SHOW STABILITY ACROSS TIME IN THEIR CONSERVING, THEREBY INDICATING THAT THE OPERATION IS MEANINGFUL TO THEM. THE FINDINGS, WHICH SUPPLY A CORRECTIVE TO PIAGET'S THEORY, HAVE WIDESPREAD EDUCATIONAL IMPLICATIONS SINCE THEY SHOW THAT CHILDREN IN THE KINDERGARTEN, WITH SKILLFUL GUIDANCE, WORK WITH QUANTITY AS A MEANINGFUL CONCEPT. (GD)

ED 010 262 24
HOW URBAN HIGH SCHOOL TEACHERS VIEW THEIR JOB.
BY- KORNACKER, MILDRED
UNIVERSITY OF CHICAGO

REPORT NUMBER CRP-S-188 PUB DATE 66
REPORT NUMBER BR-5-8144
EDRS PRICE MF-$0.36 HC-$9.72 243P.

DESCRIPTORS- *ETHNIC DISTRIBUTION, *SOCIOCULTURAL PATTERNS, *TEACHER ATTITUDES, *TEACHER ROLE, *URBAN SCHOOLS, CHICAGO, COMPARATIVE ANALYSIS, ILLINOIS, INTERVIEWS, RACIAL FACTORS, SECONDARY SCHOOLS, TEACHER ORIENTATION,

ROLE ORIENTATIONS AMONG TEACHERS OF DIFFERENT ETHNIC AND SOCIOCULTURAL BACKGROUNDS WERE STUDIED. INVESTIGATION CENTERED ON (1) THE DISTINGUISHABLE PATTERNS OF ROLE ORIENTATION, AND (2) THE EFFECTS OF ETHNIC AND OTHER SOCIOCULTURAL VARIABLES UPON ROLE ORIENTATION. THE SAMPLE CONSISTED OF 106 SECONDARY TEACHERS, IDENTIFIED AS MEMBERS OF 1 OF 6 ETHNIC GROUPS (IRISH, POLISH, ITALIAN, NEGRO, JEWISH, OR OTHER). THE ETHNICITY (USED BY THE AUTHOR TO DENOTE THE CONSTELLATION OF CHARACTERISTIC GROUP ATTITUDES) OF THE SAMPLE WAS THE MAIN INDEPENDENT VARIABLE OF THE STUDY. AREAS IN WHICH ROLE ORIENTATIONS WERE ASSUMED TO VARY WERE DESIGNATED IN THREE DIMENSIONS--(1) TEACHING MOTIVES, (2) TEACHING STANDARDS, AND (3) TEACHING PERFORMANCE. STRUCTURED INTERVIEWS WERE CONDUCTED WITH EACH TEACHER USING AN INTERVIEW GUIDE TO GATHER DATA FOR COMPARATIVE ANALYSIS. A CODE SHEET WAS DEVELOPED FROM THE RESPONSES. ALL REPLIES WERE CLASSIFIED ACCORDING TO ONE OF THE THREE ROLE-ORIENTATION CATEGORIES--(1) PROFESSIONAL, (2) NURTURAL, OR (3) INSTRUMENTAL. THE RESULTS INDICATED THAT TEACHERS FROM HIGHLY URBANIZED ETHNIC GROUPS EMPHASIZED COMPETENCE AND INTELLECTUAL SKILLS. TEACHERS FROM GROUPS NOT YET IN THE MAINSTREAM OF AMERICAN LIFE EMPHASIZED THE NEED TO DEVELOP THE INDIVIDUAL STUDENT. ALSO, ETHNICITY WAS FOUND TO BE A PERVASIVE FACTOR IN DETERMINING THE ATTITUDES WITH WHICH TEACHERS APPROACH THEIR ROLE. (RS)

ED 010 263 24

HOW LEARNING IS AFFECTED BY CHANGE IN SUBJECT MATTER--SOURCES OF INTERFERENCE IN VERBAL LEARNING.
BY- CALFEE, ROBERT C.
UNIVERSITY OF WISCONSIN, MADISON
REPORT NUMBER CRP-S-321 PUB DATE NOV 66
REPORT NUMBER BR-5-8134
CONTRACT OEC-5-10-374
EDRS PRICE MF-$0.18 HC-$3.16 79P.

DESCRIPTORS- *COGNITIVE PROCESSES, *LEARNING PROCESSES, *MODELS, *STIMULUS BEHAVIOR, *VERBAL LEARNING, LEARNING, LEARNING THEORIES, MADISON, RETENTION, RETENTION STUDIES, WISCONSIN,

THE EFFECTS OF INTERPOLATED ITEMS ON THE LEARNING AND RETENTION OF INDIVIDUAL STIMULUS-RESPONSE (S-R) UNITS IN PAIRED-ASSOCIATE LEARNING WERE INVESTIGATED. EXPERIMENTS WERE DESIGNED TO DETERMINE THE EFFECTS OF INTERFERENCE PRODUCED BY OTHER ITEMS WHICH OCCUR NATURALLY WITHIN THE CONTEXT OF A STANDARD PAIRED-ASSOCIATE TASK. IN ADDITION, SEVERAL INVESTIGATIONS WERE CARRIED OUT IN THE GENERAL AREA OF COGNITIVE PROCESSING OF VERBAL INFORMATION. THE EFFECTS OF VARIATIONS IN LIST LENGTH (NUMBER OF ITEMS TO BE LEARNED SIMULTANEOUSLY) WERE STUDIED WITHIN THE CONTEXT OF A PAIR OF LEARNING MODELS. A RELATED PROBLEM WAS THE RELATIVE EFFICIENCY OF VARIOUS PART-LIST PROCEDURES. A FINAL SERIES OF EXPERIMENTS WAS CONCERNED WITH SHORT-TERM MEMORY PHENOMENA IN THE PROCESSING OF VERBAL INFORMATION. DATA FROM ALL THE STUDIES SUPPORTED THE GENERAL CONCLUSION THAT RETENTION OF SINGLE S-R UNITS IS DETERMINED BY MORE THAN ONE FACTOR. IN ADDITION TO THE NUMBER OF TIMES A UNIT HAS BEEN PRESENTED, THE NUMBER AND SPACING OF OTHER ITEMS TO BE LEARNED, THE STATE OF LEARNING, COMPATIBILITY OF INPUT AND OUTPUT MODES, AND PRIOR INFORMATION ABOUT MEMORY LOAD WERE CONSIDERED IMPORTANT. THEORETICAL MODELS WERE PROPOSED AND DISCUSSED IN RELATION TO THE DATA OBTAINED IN THE STUDIES. (JC)

ED 010 264 08

VO-TECH, CONTINUING INFORMATION PROGRAM.
BY- TESKE, P.
STANFORD UNIV., SCHOOL OF EDUCATION, CALIF.
REPORT NUMBER ERD-481 PUB DATE 65
REPORT NUMBER BR-5-1165
EDRS PRICE MF-$0.09 HC-$1.08 27P.

DESCRIPTORS- *BUILDING DESIGN, *COMMUNITY INVOLVEMENT, *SCHOOL COMMUNITY PROGRAMS, *SCHOOL DESIGN, *VOCATIONAL EDUCATION, BUILDING INNOVATION, BUILDINGS, CALIFORNIA, EDUCATIONAL EQUIPMENT, SCHOOL CONSTRUCTION, STANFORD,

THE NEED FOR A COORDINATED PLANNING EFFORT BY THE EDUCATOR, THE EDUCATIONAL CONSULTANT, THE COMMUNITY, AND THE ARCHITECT TO DEVELOP THE VOCATIONAL-TECHNICAL SCHOOL IN A MANNER FILLING THE UNIQUE FUNCTIONAL REQUIREMENTS OF THE COMMUNITY WAS EXPRESSED. SOME OF THE AREAS TO BE INCLUDED IN THE FACILITY INCLUDE INSTRUCTIONAL SPACES, PRODUCTION LABORATORY SPACES, COMMUNICATION AND RESOURCE SPACES, AND SPACES FOR SPECIFIC JOB TRAINING PROGRAMS. (LP)

ED 010 265 40

DEVELOPMENT OF A PROGRAM FOR THE RE-EDUCATION AND REHABILITATION OF EMOTIONALLY HANDICAPPED MALE ADOLESCENTS WITHIN A PUBLIC SCHOOL SETTING.
BY- DEEM, MICHAEL A. PORTER, WILLIAM R.
MONTGOMERY COUNTY PUBLIC SCHOOLS, ROCKVILLE, MD.
REPORT NUMBER BR-5-0968 PUB DATE 65
GRANT OEG-32-30-0000-1025
EDRS PRICE MF-$0.18 HC-$2.72 68P.

DESCRIPTORS- *ADOLESCENTS, *EDUCATIONAL GUIDANCE, *EMOTIONALLY DISTURBED, *INDIVIDUAL DEVELOPMENT, *PUBLIC SCHOOLS, ADOLESCENCE, BEHAVIOR, BEHAVIOR PROBLEMS, EMOTIONALLY DISTURBED CHILDREN, MALE, MARYLAND, ROCKVILLE,

MAJOR OBJECTIVES OF THIS DEMONSTRATION PROJECT WERE (1) TO CONTINUE DEVELOPING A PROTOTYPE SPECIAL CLASS PROGRAM FOR EMOTIONALLY HANDICAPPED PUPILS (18 MALE ADOLESCENTS), (2) TO DEVISE METHODS OF EVALUATION FOR THE PROGRAM, AND (3) TO IDENTIFY SIGNIFICANT VARIABLES FOR FURTHER INVESTIGATION AND RESEARCH. IN PLANNING THE PROJECT DURING THE FIRST YEAR, FOUR PROBLEM AREAS HAD BEEN ISOLATED AND GENERAL METHODS OF ALLEVIATING EACH HAD BEEN PROPOSED--(1) DEVELOP A CLASSROOM PROGRAM CONSISTENT WITH THE LEARNING CHARACTERISTICS OF PUPILS IN THE PROGRAM, (2) INVOLVE A MULTIDISCIPLINARY TEAM, (3) PROVIDE FOR CONTINUOUS SUPERVISION AND SUPPORT, AND (4) DEVELOP A PROGRAM AROUND A SELF-CONTAINED UNIT FULLY INTEGRATED WITHIN A REGULAR HIGH SCHOOL WITH CONTINUOUS AND INCREASING PUPIL INTEGRATION. THE LAST GOAL WAS ATTAINED MORE

EFFECTIVELY THAN THE OTHERS--HOWEVER, THE HOPE THAT GRADUAL INTEGRATION OF PUPILS INTO REGULAR CLASSES WOULD ALLOW SERVICE TO MORE PUPILS WAS NOT REALIZED. TEACHERS EXPRESSED A NEED FOR MORE TIME, NOT MORE PUPILS. (JC)

ED 010 266 24
RESEARCH CONFERENCE ON SOCIAL SCIENCE METHODS AND STUDENT RESIDENCES.
BY- LANE, HARLAN L. TAYLOR, JOHN H.
UNIVERSITY OF MICHIGAN, ANN ARBOR
REPORT NUMBER CRP-F-031 PUB DATE 30 SEP 65
REPORT NUMBER BR-5-0874
CONTRACT OEC-4-10-149
EDRS PRICE MF-$0.36 HC-$10.16 254P.

DESCRIPTORS- *CONFERENCES, *DORMITORIES, *HOUSING, *STUDENT EXPERIENCE, *STUDY FACILITIES, ANN ARBOR, EVALUATION, MICHIGAN,

A CONFERENCE WAS HELD DEALING WITH RESEARCH ON THE SIGNIFICANT PROBLEMS IN DORMITORY LIFE. THE OBJECTIVES WERE TO INFORM, DEFINE, MOTIVATE, AND EVALUATE EDUCATIONAL OPPORTUNITIES AND PROBLEMS IN RESIDENCE HALLS EXPERIENCE. IT WAS FELT THAT ONE OF THE BARRIERS TO THE DESIRED RESEARCH ON THE PART OF STUDENT PERSONNEL OFFICERS WAS A LACK OF BOTH AWARENESS OF THE CAPACITY OF SUCH RESEARCH TO ARRIVE AT MEANINGFUL CONCLUSIONS, AND ALSO THE FEASIBILITY OF PRESENTLY AVAILABLE APPROACHES IN EXPERIMENTAL DESIGN, IN MEASUREMENT, AND IN EVALUATION OF THE OUTCOMES. WORKING PAPERS, SEMINARS, AND TASK GROUPS AGREED THAT THE RESIDENCE HALLS RECOMMENDED THEMSELVES METHODOLOGICALLY TO THE SOCIAL SCIENTISTS AS A SCENE FOR SOCIAL RESEARCH. (GD)

ED 010 267 24
WHAT TYPE OF COLLEGE FOR WHAT TYPE OF STUDENT.
BY- HOOD, ALBERT B. SWANSON, EDWARD O.
UNIVERSITY OF MINNESOTA, MINNEAPOLIS
REPORT NUMBER CRP-2182 PUB DATE 65
REPORT NUMBER BR-5-0754
CONTRACT OEC-4-10-014
EDRS PRICE MF-$0.36 HC-$10.52 263P.

DESCRIPTORS- *COLLEGE STUDENTS, *GRADUATION, *STUDENT CHARACTERISTICS, *UNIVERSITIES, ABILITY, BACKGROUND, COLLEGE ADMISSION, COLLEGE PREPARATION, HIGH SCHOOL STUDENTS, INDIVIDUAL DIFFERENCES, MINNEAPOLIS, MINNESOTA, PERFORMANCE, PERSONALITY, SOCIOECONOMIC STATUS,

MAJOR OBJECTIVES OF THE STUDY WERE (1) TO COMPARE ENTERING FRESHMAN STUDENTS AT DIFFERENT TYPES OF COLLEGES (THAT IS, UNIVERSITIES, LIBERAL ARTS COLLEGES, STATE COLLEGES, TEACHERS COLLEGES, AND JUNIOR COLLEGES) ON ABILITY, HIGH SCHOOL ACHIEVEMENT, CULTURAL STATUS, ECONOMIC STATUS, AND PERSONALITY FACTORS, (2) TO COMPARE, BY TYPE OF COLLEGE ATTENDED, THE ACADEMIC PERFORMANCE OF STUDENTS MATCHED ON ABILITY, SOCIOECONOMIC, AND PERSONALITY FACTORS, AND (3) TO PREDICT COLLEGE GRADES BY USING SOCIOECONOMIC CLASSIFICATION AND PERSONALITY INDEXES IN CONJUNCTION WITH ABILITY AND ACHIEVEMENT FACTORS, AND TO ASCERTAIN THE RELATIVE IMPORTANCE OF THESE FACTORS AT THE DIFFERENT INSTITUTIONAL TYPES. EACH OF APPROXIMATELY 570 HIGH SCHOOLS (BOTH PUBLIC AND PRIVATE) AGREED TO HAVE ITS SENIOR CLASS COMPLETE A QUESTIONNAIRE DESIGNED TO RELATE SPECIFIC BACKGROUND FACTORS TO POST-HIGH SCHOOL PLANS. SIMILAR DATA WERE GATHERED ON FRESHMAN STUDENTS ENROLLED IN ALL THE COLLEGES AND UNIVERSITIES THROUGHOUT THE STATE OF MINNESOTA. (JH)

ED 010 268 24
HISTORICAL DEVELOPMENTS AFFECTING AMERICAN EDUCATIONAL PROCESSES.
BY- KNOWLES, LAURENCE W. THOMSON, W. SCOTT
UNIVERSITY OF LOUISVILLE, SCHOOL OF LAW, KY.
REPORT NUMBER CRP-1701 PUB DATE 65
REPORT NUMBER BR-5-0735
EDRS PRICE MF-$0.27 HC-$6.08 152P.

DESCRIPTORS- *ADMINISTRATOR RESPONSIBILITY, *CONSTITUTIONAL HISTORY, *COURT DOCTRINE, *COURT LITIGATION, *EQUAL PROTECTION, *SCHOOL POLICY, CRIME, EDUCATIONAL POLICY, HEALTH PROGRAMS, KENTUCKY, LAWS, LOUISVILLE, MARRIED STUDENTS, RELIGION, SCHOOL ADMINISTRATION, SUPREME COURTS,

QUESTIONNAIRES (1,000) WERE MAILED TO SCHOOL DISTRICTS IN THE 50 STATES. THE FINAL SAMPLE GROUP CONSISTED OF 350 USABLE RESPONSES. THE STUDY DEALT WITH THE CONSTITUTIONAL RIGHTS AND RESPONSIBILITIES OF STUDENTS, TEACHERS, AND SCHOOL ADMINISTRATORS. PERSONAL INTERVIEWS SUPPLEMENTED THE QUESTIONNAIRES. THE MAJOR TOPICS OF INQUIRY WERE (1) FREEDOM OF SPEECH AND RIGHT OF ASSEMBLY, (2) CRIME INVESTIGATION, (3) RELIGION, (4) STUDENT MARRIAGES, (5) STUDENT HEALTH, AND (6) EXPULSION OF STUDENTS. THE AUTHORS RECOMMENDED THAT (1) SCHOOL ADMINISTRATORS BE FURNISHED INSTRUCTION IN THE IMPLICATIONS OF CONSTITUTIONAL LAW AND BE PROVIDED HANDBOOKS OF GUIDELINES AND RECENT COURT DECISIONS, AND THAT (2) SCHOOL REGULATIONS BE REVIEWED PERIODICALLY BY LEGAL COUNSEL. (JK)

ED 010 269 64
PROGRAMED INSTRUCTION FOR SUPERIOR STUDENTS IN SMALL HIGH SCHOOLS, INTERIM REPORT FOR PROJECT YEAR NO. 1.
BY- GEMMELL, JAMES PAGE, WILLIAM
CLARION STATE COLL., PA.
REPORT NUMBER NDEA-VIIB-451 PUB DATE 65
SLIPPERY ROCK STATE COLL., PA.
REPORT NUMBER BR-5-0706
CONTRACT OEC-4-16-026
EDRS PRICE MF-$0.18 HC-$4.80 120P

DESCRIPTORS- *EVALUATION, *HIGH SCHOOLS, *PERFORMANCE, *PROGRAMED MATERIALS, *SMALL SCHOOLS, CLARION, PENNSYLVANIA, PROGRAMED INSTRUCTION, SLIPPERY ROCK, SUPERIOR STUDENTS,

A STUDY REPORTED WHAT HAPPENED WHEN PROGRAMED MATERIALS WERE MADE AVAILABLE TO ABLE STUDENTS ATTENDING SMALL HIGH SCHOOLS. FOUR HUNDRED STUDENTS FROM 20 HIGH SCHOOLS PARTICIPATED IN THIS PHASE OF THE PROJECT. A COLLEGE-LEVEL PROGRAMED COURSE IN FIRST SEMESTER INTRODUCTORY DESCRIPTIVE STATISTICS AND A COURSE IN HUMAN BEHAVIOR WERE GIVEN TO THE STUDENTS. IT WAS FOUND THAT, DESPITE AN ENTHUSIASTIC BEGINNING, LOSS OF EFFORT TOWARD COMPLETING COURSE WORK USING PROGRAMED MATERIALS WAS BOTH STEADY AND SUBSTANTIAL. (LP)

ED 010 270 24
NONOVERT REINFORCED CLOZE PROCEDURE.
BY- BLOOMER, RICHARD H. AND OTHERS

UNIVERSITY OF CONNECTICUT, STORRS
REPORT NUMBER CRP-2245 PUB DATE 66
REPORT NUMBER BR-5-0534
EDRS PRICE MF-$0.18 HC-$5.04 152P.

DESCRIPTORS- *CLOZE PROCEDURE, *LANGUAGE ABILITY, *READING COMPREHENSION, CONNECTICUT, MEASUREMENT TECHNIQUES, REINFORCEMENT, STORRS, TESTING PROGRAMS,

THE STUDY MEASURED THE EFFECTS OF TRAINING IN A SERIES OF CLOZE PROCEDURE EXERCISES UPON READING COMPREHENSION. STUDENTS WERE INSTRUCTED TO FILL IN BLANK SPACES IN WRITTEN TEXT. THIS ACT OF CLOSURE ITSELF WAS CONSIDERED TO BE A NONOVERT REINFORCEMENT. STUDENTS (1,411) IN 49 CLASSROOMS PARTICIPATED IN THE STUDY. A CROSS-SECTIONAL GROUP WAS STUDIED FOR 3 WEEKS, AND A LONGITUDINAL GROUP FOR 12 WEEKS. THE STUDENTS WERE FROM GRADES 5, 7, 9, AND 11. THE AUTHORS CONCLUDED THAT READING COMPREHENSION WAS NOT IMPROVED BUT SUGGESTED OTHER POSSIBLE USES OF THE PROCEDURE. (JK)

ED 010 271 56
STUDIES IN MNEMONIC PROGRAMING.
BY- COHEN, JOZEF AND OTHERS
UNIVERSITY OF ILLINOIS, URBANA
REPORT NUMBER NDEA-VIIA-1359 PUB DATE 65
REPORT NUMBER BR-5-0315
GRANT OEG-7-23-1020-268
EDRS PRICE MF-$0.09 HC-$1.44 36P.

DESCRIPTORS- *ENRICHMENT PROGRAMS, *INSTRUCTIONAL MATERIALS, *MNEMONICS, *PROGRAMED INSTRUCTION, *PROGRAMED MATERIALS, ILLINOIS, MATERIAL DEVELOPMENT, PROGRAMING, URBANA,

THIS STUDY CLASSIFIED MNEMONIC STRATEGIES, EXAMINED THEIR THEORETICAL CHARACTERISTICS, AND REPORTED EXPERIMENTS INVESTIGATING THE RELATIVE EFFECTIVENESS OF MNEMONICS IN PROGRAMED INSTRUCTIONAL MATERIALS. THE FIRST EXPERIMENT INVESTIGATED THE COMMON MNEMONICS USED BY STUDENTS IN STUDYING A MEDICAL TEXTBOOK. THE SECOND EXPERIMENT TESTED THE EFFECTIVENESS OF MNEMONIC PROGRAMING. THE THIRD EXPERIMENT COMPARED THE EFFECTIVENESS OF THE PROGRAM WITH AND WITHOUT MNEMONICS. IT WAS CONCLUDED THAT THE USE OF MNEMONICS COULD BENEFIT THE STUDENT. (GD)

ED 010 272 24
A NORMATIVE STUDY OF CHILDREN'S HOUSE-TREE-PERSON DRAWINGS.
BY- RAPPAPORT, SHELDON R.
JEFFERSON MEDICAL COLL. OF PHILADELPHIA, PA.
REPORT NUMBER CRP-2854 PUB DATE SEP 66
REPORT NUMBER BR-5-0438
CONTRACT OEC-5-10-137
EDRS PRICE MF-$0.27 HC-$5.68 142P.

DESCRIPTORS- *CHILD DEVELOPMENT, *CHILD PSYCHOLOGY, *ELEMENTARY SCHOOL STUDENTS, *PERSONALITY DEVELOPMENT, COMPARATIVE TESTING, HOUSE TREE PERSON TEST, PENNSYLVANIA, PHILADELPHIA, SCORING, TEST INTERPRETATION,

THIS STUDY WAS THE FIRST PHASE OF A THREE-PART PROJECT WHOSE GOAL IS TO ESTABLISH VALID CRITERIA FOR IDENTIFYING THE HOUSE-TREE-PERSON (H-T-P) DRAWINGS OF NORMAL CHILDREN THROUGHOUT THE ELEMENTARY SCHOOL YEARS. THE SPECIFIC OBJECTIVES OF THIS STUDY WERE (1) TO IDENTIFY WHICH ITEMS OF THE H-T-P TEST CHARACTERIZE NORMAL DEVELOPMENT THROUGH GRADES 2, 3, AND 5 AND (2) TO SET UP A SHORT, WORKABLE SCORING SYSTEM BY WHICH LARGE GROUPS OF ELEMENTARY SCHOOL CHILDREN COULD BE SCREENED FOR NORMAL DEVELOPMENT. THE H-T-P TEST WAS SCORED FOR THE PRESENCE OR ABSENCE OF 821 QUALITATIVE ITEMS AND FOR 12 QUANTITATIVE MEASUREMENTS. BY OMITTING THOSE ITEMS WHICH WERE AMBIGUOUS, DIFFICULT TO UNDERSTAND OR SCORE, OR IRRELEVANT TO DEVELOPMENT, THE INVESTIGATOR SELECTED 57 ITEMS FOR THE SCORING SYSTEM. IT WAS FELT THAT THE TENTATIVE SCORING SYSTEM DEVISED FOR THIS STUDY COULD BE USED ONLY FOR RESEARCH PURPOSES. (GD)

ED 010 273 24
EDUCATIONAL ASPIRATIONS OF FARM BOYS AND GIRLS.
BY- SLOCUM, WALTER L.
WASHINGTON STATE UNIV., COLL. OF AG., PULLMAN
REPORT NUMBER CRP-2055 PUB DATE OCT 66
REPORT NUMBER BR-5-0376
CONTRACT OEC-4-10-036
EDRS PRICE MF-$0.36 HC-$9.20 230P.

DESCRIPTORS- *ASPIRATION, *HIGH SCHOOL STUDENTS, *OCCUPATIONAL CHOICE, *RURAL URBAN DIFFERENCES, *RURAL YOUTH, INTERVIEWS, PARENTAL ASPIRATION, PULLMAN, QUESTIONNAIRES, WASHINGTON,

THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS OF RURAL HIGH SCHOOL STUDENTS WERE STUDIED IN RELATION TO SOCIAL, CULTURAL, AND ECONOMIC FACTORS. QUESTIONNAIRES WERE ADMINISTERED TO AND COMPLETED BY 3,535 RURAL HIGH SCHOOL STUDENTS. SUPPLEMENTAL INFORMATION WAS GATHERED BY PERSONAL INTERVIEWS WITH 992 STUDENTS. COUNSELORS, ADMINISTRATORS, AND TEACHERS RATED A SAMPLE OF 400 STUDENTS ON ACADEMIC ABILITY AND OCCUPATIONAL SUITABILITY. PARENTS PROVIDED INFORMATION ON INCOME, EDUCATIONAL VALUES, AND ASPIRATIONS. CONTRARY TO EXPECTATION, THE STUDY DID NOT CONFIRM PREVIOUS FINDINGS CONCERNING THE ASPIRATIONS OF FARM BOYS AND GIRLS. MORE FARM BOYS THAN NONFARM BOYS ASPIRE TO ATTEND COLLEGE, BUT THE ASPIRATIONS ARE UNREALISTIC IN THE LIGHT OF COLLEGE EXPENSE AND THE INFLUENCE OF HIGH SCHOOL GRADES ON COLLEGE SUCCESS. (RS)

ED 010 274 24
SCHOOL ACHIEVEMENT AND EFFECT OF TYPE SIZE ON READING IN VISUALLY HANDICAPPED CHILDREN.
BY- BIRCH, JACK W. AND OTHERS
UNIVERSITY OF PITTSBURGH, SCHOOL OF EDUCATION
REPORT NUMBER CRP-1766 PUB DATE 66
REPORT NUMBER BR-5-0367
CONTRACT OEC-4-10-028
EDRS PRICE MF-$0.27 HC-$6.64 166P.

DESCRIPTORS- *ACHIEVEMENT TESTS, *READING ACHIEVEMENT, *READING SKILLS, *SPECIAL EDUCATION, *VISUALLY HANDICAPPED, COMPARATIVE ANALYSIS, GRADE 5, GRADE 6, PENNSYLVANIA, PITTSBURGH, WRITTEN LANGUAGE,

THE RELATIONSHIP BETWEEN VISUAL DEFICITS AND ACHIEVEMENT WAS STUDIED. PARTIALLY SEEING CHILDREN (424) FROM THE FIFTH AND SIXTH GRADES WERE ADMINISTERED FIVE EQUIVALENT FORMS OF A STANDARDIZED TEST CONTAINING SCHOOL-LIKE READING TASKS. A

LATIN SQUARE DESIGN WAS USED TO SPREAD THE EFFECTS OF TEACHERS' SKILL IN TEST ADMINISTRATION, PRACTICE, LEVELS OF PUPIL MOTIVATION, AND POSSIBLE EFFECTS OF TYPE SIZE CHANGE. VARIOUS DATA ON THE SUBJECTS WERE OBTAINED FROM THEIR TEACHERS. A COMPREHENSIVE ACHIEVEMENT TEST WAS LATER PRINTED IN TYPE SIZES 12-, 15-, 18-, 21-, AND 24-POINT, AND ADMINISTERED ACCORDING TO THE PREFERENCE OF THE SUBJECTS. THIS TEST WAS ADMINISTERED UNDER BOTH TIMED AND UNTIMED CONDITIONS. DATA WERE COLLECTED ON READING DISTANCE EMPLOYED AND OTHER VARIABLES. STATISTICAL ANALYSIS REVEALED NO RELATIONSHIP BETWEEN THE BEST TYPE SIZE AND ACHIEVEMENT OR BETWEEN THE READING DISTANCE TYPICALLY USED AND TEST SCORES. THERE WAS EDUCATIONAL RETARDATION OF ONE GRADE LEVEL ON A GRADE-TO-GRADE COMPARISON WITH NONHANDICAPPED CHILDREN. OTHER RESULTS, IMPLICATIONS, AND CONCLUSIONS CONCERNING (1) SPECIAL EDUCATION PRACTICES, (2) TEACHER EDUCATION, (3) VOCATIONAL REHABILITATION, AND (4) RESEARCH WERE INCLUDED. (RS)

ED 010 275 64
THE USES OF NEWER MEDIA IN ART EDUCATION PROJECT.
BY- LANIER, VINCENT
NATIONAL ART EDUCATION ASSN., WASHINGTON, D. C.
REPORT NUMBER NDEA-VIIB-547 PUB DATE AUG 66
REPORT NUMBER BR-5-0229
EDRS PRICE MF-$0.18 HC-$4.28 107P.

DESCRIPTORS- *ART EDUCATION, *MEDIA RESEARCH, *MEDIA SPECIALISTS, *SYMPOSIA, *TEACHER SEMINARS, CONSULTANTS, DISTRICT OF COLUMBIA, TEACHING MACHINES,

THE IMPACT OF EDUCATIONAL TECHNOLOGY ON ART INSTRUCTION WAS STUDIED DURING A 5-DAY SYMPOSIUM. THE PARTICIPANTS WERE 50 ART EDUCATORS AND 4 MEDIA SPECIALISTS. HUMAN LEARNING AND DEVELOPMENT, RESEARCH IN THE MEDIA FIELD RELEVANT TO ART EDUCATION, MEDIA HARDWARE, AND PROJECTION OF PRESENT MEDIA TENDENCIES WERE EXPLORED AND EXAMINED THROUGH PAPERS, PANEL DISCUSSIONS, SEMINARS, GROUP ANALYSIS, AND SIMILAR APPROACHES. BASED ON TEACHING LEVEL, SEMINAR GROUPS WERE FORMED OF (1) ELEMENTARY AND SECONDARY TEACHERS, (2) SUPERVISORS, (3) ART EDUCATORS IN HIGHER EDUCATION, AND (4) ART EDUCATORS REPRESENTING RESEARCH INTEREST. DISSEMINATION ACTIVITIES INCLUDED A MULTIMEDIA (SLIDE-FILM-TALK) PRESENTATION AND PUBLICATIONS. SYMPOSIUM PAPERS, SYMPOSIUM DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS ARE REPORTED. DISCUSSION TOPICS INCLUDED (1) TECHNOLOGY AND ART EDUCATION, (2) IMPACT OF THE MACHINE, (3) INTERDISCIPLINARY APPROACHES, (4) CONDITIONS FOR THE USE OF MEDIA, (5) CHANGES IN ART EDUCATION RELEVANT TO MEDIA, AND (6) PRACTICAL PROBLEMS IN THE USE OF MEDIA. (RS)

ED 010 276 24
THE ORGANIZATION OF EDUCATIONAL RESEARCH IN THE UNITED STATES.
BY- SIEBER, SAM D. LAZARSFELD, PAUL F.
COLUMBIA UNIV. BUR. OF APPLIED SOCIAL RESEARCH
REPORT NUMBER CRP-1974 PUB DATE 66
REPORT NUMBER BR-5-0225
EDRS PRICE MF-$0.63 HC-$18.48 462P.

DESCRIPTORS- *ADMINISTRATION, *CAREERS, *EDUCATIONAL RESEARCH, *GRADUATE STUDY, *ORGANIZATION, CAREER CHOICE, CAREER OPPORTUNITIES, COLLEGE ADMINISTRATION, EDUCATION, GRADUATE PROFESSORS, GRADUATE SURVEYS, HIGHER EDUCATION, INFORMATION DISSEMINATION, NEW YORK, NEW YORK CITY, PROFESSIONAL EDUCATION, RESEARCH, SURVEYS, UNIVERSITIES,

THE CHIEF TECHNICAL PROBLEM OF THIS STUDY WAS TO MEASURE THE NUMEROUS SOCIAL CONDITIONS WHICH MIGHT CONCEIVABLY IMPINGE ON THE PRODUCTION OF RESEARCH AND OF RESEARCHERS BY GRADUATE SCHOOLS OF EDUCATION. THE TECHNIQUES EMPLOYED INCLUDED (1) QUESTIONNAIRE SURVEYS OF EDUCATION DEANS, RESEARCH COORDINATORS, DIRECTORS OF RESEARCH UNITS, PROJECT DIRECTORS IN UNITS, AND AUTHORS OF PUBLISHED RESEARCH REPORTS, (2) FIELD INTERVIEWS AND OBSERVATIONS OF SELECTED RESEARCH BUREAUS AND CENTERS AND OF THE WORK OF PROFESSIONAL ASSOCIATIONS, (3) DOCUMENTARY ANALYSIS OF MATERIALS SOLICITED THROUGH QUESTIONNAIRES, (4) CONTENT ANALYSES OF SCHOOL OF EDUCATION CATALOGS, RESEARCH ARTICLES PUBLISHED IN 1964, AND RESEARCH PROPOSALS SUBMITTED TO THE COOPERATIVE RESEARCH PROGRAM, U.S. OFFICE OF EDUCATION, AND (5) SECONDARY ANALYSIS OF SURVEY DATA FROM RELATED STUDIES. NUMEROUS CONCLUSIONS, RECOMMENDATIONS, AND TABLES ARE PRESENTED IN EACH OF EIGHT CHAPTERS. (JC)

ED 010 277 24
BENEFITS OF RESEARCH DESIGN--A PILOT STUDY, FINAL REPORT.
BY- STANLEY, JULIAN C.
UNIVERSITY OF WISCONSIN, MADISON
REPORT NUMBER CRP-X-005 PUB DATE AUG 66
REPORT NUMBER BR-5-0207
GRANT OEG-5-10-272
EDRS PRICE MF-$0.18 HC-$4.48 112P.

DESCRIPTORS- *EDUCATIONAL EXPERIMENTS, *RESEARCH METHODOLOGY, *RESEARCH SKILLS, *RESEARCHERS, *SUMMER PROGRAMS, DESIGN, GRADUATE STUDY, MADISON, PROGRAM EVALUATION, QUESTIONNAIRES, RESEARCH TOOLS, WISCONSIN,

A SUMMER PROGRAM IN THE DESIGN AND ANALYSIS OF EDUCATIONAL EXPERIMENTS WAS HELD AND ITS RESULTS REPORTED. EXPERIMENTAL DESIGN, STATISTICAL ANALYSIS, COMPUTER USAGE, PREPARATION OF RESEARCH PROPOSALS, SPECIAL TOPICS, AND INDEPENDENT STUDY WERE DISCUSSED. TO AID IN THE EVALUATION OF THE PROGRAM, EACH OF THE 30 PARTICIPANTS ANSWERED A QUESTIONNAIRE ABOUT A YEAR LATER. ANSWERS TO THE CATEGORICAL QUESTIONS SHOWED THAT NEARLY ALL (29) OF THE PARTICIPANTS FELT THEMSELVES BETTER ABLE TO DESIGN EXPERIMENTS AND TO ANALYZE DATA RESULTING FROM THEM. IN GENERAL, IT APPEARED THAT THIS KIND OF INSTITUTE WOULD BEST SERVE ABLE, YOUNG POSTDOCTORAL EDUCATIONAL RESEARCHERS WHO DID NOT HAVE EXCELLENT PREPARATION IN EXPERIMENTAL DESIGN, STATISTICS, AND DATA PROCESSING DURING THEIR GRADUATE WORK. (GD)

ED 010 278 24
MEASUREMENT OF SOCIAL INTELLIGENCE.
BY- O'SULLIVAN, MAUREEN AND OTHERS
UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES
REPORT NUMBER CRP-1976 PUB DATE JUN 65
REPORT NUMBER BR-5-0198
EDRS PRICE MF-$0.09 HC-$1.84 46P. STUDIES OF APTITUDES OF HIGH-LEVEL PERSONNEL, NO. 34

DESCRIPTORS- *COGNITIVE MEASUREMENT, *INTELLIGENCE FACTORS, *SOCIAL INFLUENCES, *SOCIAL PSYCHOLOGY, *TEST CONSTRUCTION,

BEHAVIOR THEORIES, CALIFORNIA, GUILFORD'S STRUCTURE OF INTELLECT MODEL, LOS ANGELES, STIMULUS BEHAVIOR, TEST VALIDITY,

EXPERIMENTAL TESTS (23) WERE CONSTRUCTED TO MEASURE CERTAIN BEHAVIORAL-COGNITION FACTORS OF SOCIAL ABILITY. THE TESTS, AS WELL AS 24 MARKER TESTS OF SEMANTIC AND FIGURAL ABILITY, WERE ADMINISTERED TO WHITE, MIDDLE-CLASS, AVERAGE INTELLIGENCE 11TH GRADERS (240). THE STIMULI CONSISTED MAINLY OF PHOTOGRAPHS, DRAWINGS, AND CARTOONS. WORDS WERE USED AS LITTLE AS POSSIBLE. ALL SIX OF THE BEHAVIORAL-COGNITION FACTORS HYPOTHESIZED WERE IDENTIFIED IN THE ANALYSIS. NO SOCIAL INTELLIGENCE DIMENSIONS WERE DISCOVERED. IF PREDICTIVE VALIDITY COULD BE ESTABLISHED, THESE TESTS MIGHT SERVE AS JOB-SELECTION INSTRUMENTS OR TRAINING DEVICES IN A CLINICAL SETTING. (RS)

ED 010 279 08
A NATIONAL STUDY OF THE AVIATION MECHANICS OCCUPATION.
BY- ALLEN, DAVID AND OTHERS
UNIVERSITY OF CALIFORNIA, LOS ANGELES CAMPUS
REPORT NUMBER ERD-393 PUB DATE 66
STATE DEPT. OF EDUCATION, SACRAMENTO, CALIF.
REPORT NUMBER BR-5-0189
CONTRACT OEC-6-85-043
EDRS PRICE MF-$0.36 HC-$9.40 235P.

DESCRIPTORS- *ADVISORY COMMITTEES, *AVIATION MECHANICS, *CURRICULUM DEVELOPMENT, *SURVEYS, *VOCATIONAL EDUCATION, CALIFORNIA, INDUSTRIAL EDUCATION, JOB TRAINING, LOS ANGELES, NATIONAL SURVEYS, QUESTIONNAIRES, SACRAMENTO, VOCATIONAL SCHOOLS,

A NATIONAL SURVEY WAS UNDERTAKEN TO PROVIDE DATA FOR THE ACCOMPLISHMENT OF THREE OBJECTIVES--(1) TO INVESTIGATE THE TECHNICAL KNOWLEDGE AND MANIPULATIVE SKILLS OF AVIATION MECHANICS AS REQUIRED BY THE AVIATION INDUSTRY, (2) TO IDENTIFY A CORE CURRICULUM FOR THE TRAINING OF AVIATION MECHANICS, AND (3) TO IDENTIFY THE SCOPE OF TRAINING OFFERED BY INDUSTRY. THE SURVEY WAS DESIGNED TO PROVIDE ANSWERS TO FIVE SPECIFIC QUESTIONS--(1) NUMBER OF MEN PERFORMING EACH TASK SPECIFIED, (2) FREQUENCY OF PERFORMANCE, (3) LEVEL OF TECHNICAL KNOWLEDGE REQUIRED TO PERFORM EACH TASK, (4) CONDITION UNDER WHICH EACH TASK IS PERFORMED, AND (5) DEPTH OF TRAINING CONDUCTED BY INDUSTRY. ADJACENT TO EACH OF 52 TABLES WHICH PRESENT THE SURVEY FINDINGS BY SPECIFIED TASKS IS (1) AN OVERVIEW OF WORK-TASK PERFORMED, (2) THE PRINCIPAL FINDINGS, AND (3) THE RECOMMENDATIONS OF THE NATIONAL ADVISORY COMMITTEE. REDIRECTION, APPLICATION, AND PROJECTIONS ARE PRESENTED IN THE REPORT. (JC)

ED 010 280 08
GROUNDSMAN-GARDENER FOR SPECIAL CLASS STUDENTS (EDUCABLE MENTALLY RETARDED YOUTH), FINAL REPORT.
BY- NICOLAYSEN, G. ROY
OAKLAND UNIFIED SCHOOL DISTRICT, CALIF.
REPORT NUMBER ERD-315-65 PUB DATE 22 JUL 65
REPORT NUMBER BR-5-0178
GRANT OEG-4-6-050178-1838
EDRS PRICE MF-$0.09 HC-$1.32 33P.

DESCRIPTORS- *EDUCABLE MENTALLY HANDICAPPED, *HIGH SCHOOL STUDENTS, *OCCUPATIONAL TRAINING, *SUMMER PROGRAMS, *WORK EXPERIENCE PROGRAMS, CALIFORNIA, OAKLAND, PILOT PROJECTS, SERVICE EDUCATION, SERVICE OCCUPATIONS, SPECIAL CLASSES, VOCATIONAL REHABILITATION,

A SUMMER PILOT PROGRAM WAS CONDUCTED TO VOCATIONALLY TRAIN EDUCABLE MENTALLY RETARDED (EMR) STUDENTS. SPECIAL CLASS STUDENTS (16) IN THE 11TH AND 12TH GRADES WERE ENROLLED AND SUCCESSFULLY COMPLETED THE 6-WEEK COURSE. THE GROUNDSMAN-GARDENER COURSE WAS DIVIDED INTO TWO PARTS, CLASSROOM STUDY AND WORK EXPERIENCE. THE GOALS TO BE REALIZED WERE (1) TRAINING AND PLACEMENT OF EMR STUDENTS, (2) STUDENT ABSORPTION INTO THE REGULAR CLASS PROGRAM, (3) PART-TIME EMPLOYMENT, AND (4) CONTINUED TRAINING AS DEPARTMENT OF VOCATIONAL REHABILITATION CLIENTS. IN EVALUATING THE PROGRAM, THE PARTICIPANTS CONCLUDED THAT ALL OF THE GOALS WERE MET, AND THE OVERALL SUCCESS OF THE PROGRAM WAS ATTRIBUTED TO THE PLANNED CURRICULUM. RECOMMENDATIONS WERE MADE THAT THE PROGRAM BE EXPANDED TO AFFORD OPPORTUNITY TO MORE EMR STUDENTS. (RS)

ED 010 281 08
COUNSELOR INSTITUTE AND FOLLOWUP WORKSHOPS, FINAL REPORT.
BY- MITCHELL, HOWARD E.
UNIVERSITY OF PENNSYLVANIA, PHILADELPHIA
REPORT NUMBER HRD-422-65 PUB DATE 65
REPORT NUMBER BR-5-0112
GRANT OEG-6-85-008
EDRS PRICE MF-$0.18 HC-$4.92 123P.

DESCRIPTORS- *COUNSELING PROGRAMS, *COUNSELOR TRAINING, *DISADVANTAGED YOUTH, *GUIDANCE COUNSELING, *VOCATIONAL COUNSELING, CULTURALLY DISADVANTAGED, EMPLOYMENT PROBLEMS, FOLLOWUP PROGRAMS, HIGH SCHOOL STUDENTS, INSTITUTE TYPE COURSES, LOW INCOME GROUPS, PENNSYLVANIA, PHILADELPHIA, SCHOOL COMMUNITY COOPERATION,

A GUIDANCE PROGRAM WAS CONDUCTED IN AN EFFORT TO INCREASE THE PROFESSIONAL COMPETENCE OF HIGH SCHOOL COUNSELORS IN THEIR VOCATIONAL WORK WITH STUDENTS FROM LOW-INCOME GROUPS. SPECIFIC OBJECTIVES WERE (1) TO ENHANCE THE PARTICIPATING COUNSELORS' UNDERSTANDING OF THE ATTITUDES WHICH CULTURALLY DEPRIVED YOUTH HAVE TOWARD SUCH MATTERS AS EMPLOYMENT, EDUCATION, FAMILY LIFE, THEIR PLACE IN SOCIETY, AND THE WORLD BEYOND THEIR EXPERIENCE, (2) TO INCREASE THE COUNSELORS' KNOWLEDGE ABOUT CHANGING EMPLOYMENT CONDITIONS AND OPPORTUNITIES, AND (3) TO ASSIST IN THE DEVELOPMENT OF AN IMPROVED LIAISON BETWEEN SCHOOL GUIDANCE COUNSELORS AND INDUSTRIAL PERSONNEL. THE PROGRAM HAD TWO PHASES--(1) A 3-WEEK INSTITUTE, AND (2) FOLLOWUP ACTIVITIES AND PROGRAM EVALUATION LASTING APPROXIMATELY 10 MONTHS. FIFTY COUNSELORS WERE SELECTED TO PARTICIPATE IN THE PROJECT ON A VOLUNTEER BASIS. AT THE CONCLUSION OF EACH WEEK OF THE INSTITUTE, DISCUSSION GROUPS PREPARED SUMMARIES OF THEIR ACTIVITIES AND RECOMMENDATIONS FOR ACTION AND CHANGE IN THE ROLE OF THE COUNSELOR. EACH GROUP EMPHASIZED THE NEED FOR MORE EFFECTIVE COMMUNITY RELATIONSHIPS AMONG COUNSELORS, INDUSTRY, PARENTS, AND OTHER COMMUNITY AGENCIES. THEY ALSO BELIEVED THEY SHOULD HAVE A GREATER VOICE IN THE DEVELOPMENT AND CHANGE OF CURRICULUMS FOR DISADVANTAGED YOUTH. (JH)

ED 010 282 24
CAREER DEVELOPMENT.
BY- GRIBBONS, WARREN D. LOHNES, PAUL R.
REGIS COLLEGE, WESTON, MASS.
REPORT NUMBER CRP-1221 PUB DATE 66
REPORT NUMBER BR-5-0088
EDRS PRICE MF-$0.45 HC-$12.08 302P.

DESCRIPTORS- *CAREERS, *COUNSELING, *LONGITUDINAL STUDIES, *SEX DIFFERENCES, *VOCATIONAL COUNSELING, CAREER CHOICE, CAREER OPPORTUNITIES, CAREER PLANNING, COUNSELING GOALS, COUNSELING PROGRAMS, COUNSELORS, MASSACHUSETTS, OCCUPATIONS, READINESS FOR VOCATIONAL PLANNING SCALES, WESTON,

A LONGITUDINAL STUDY WAS UNDERTAKEN TO ACHIEVE THE FOLLOWING OBJECTIVES--(1) TEST THE THEORY OF OCCUPATIONAL CHOICE WHICH PROPOSES A PROCESS RUNNING THROUGH A SEQUENCE OF DEVELOPMENTAL STAGES, (2) DETERMINE WHETHER THERE ARE SIGNIFICANT SEX DIFFERENCES IN CAREER SEQUENCES, (3) DESCRIBE IN DETAIL 111 REAL CAREER PATTERNS OVER 8 YEARS OF DEVELOPMENT, AND SEEK UNIFYING MATHEMATICAL AND PSYCHOLOGICAL MODELS FOR THEM, (4) DETERMINE THE EXTENT TO WHICH CAREER DECISIONS ARE BASED UPON SELF-CONCEPT AND OTHER FACTORS, (5) ACCOMPLISH A SUCCESSFUL MULTIDIMENSIONAL SCALING OF EARLY VOCATIONAL MATURITY FROM INTERVIEW PROTOCOLS AND NAMING THE RESULTING SCALES READINESS FOR VOCATIONAL PLANNING (RVP), AND (6) EXPLORE THE STATISTICAL DEPENDENCE OF NUMEROUS CRITERIA OF CAREER DEVELOPMENT ON THE RVP SCALES, WITH THE CRITERIA BEING COLLECTED IN 3-, 5-, AND 7-YEAR FOLLOWUP INTERVIEWS. OBJECTIVES OF THE STUDY WERE MET. THE AUTHORS BELIEVED THAT THIS STUDY OF 111 CAREERS IN PROGRESS, OF BOTH SEXES, OVER 8 YEARS SHOULD BE AN ASSET TO GUIDANCE COUNSELORS AND CAREER PSYCHOLOGISTS. (JC)

ED 010 283 24
STUDENT AND FIRST-YEAR TEACHERS' ATTITUDES TOWARD SELF AND OTHERS.
BY- WRIGHT, BENJAMIN D. TUSKA, SHIRLEY A.
UNIVERSITY OF CHICAGO
REPORT NUMBER CRP-1503 PUB DATE AUG 66
REPORT NUMBER BR-5-0001
EDRS PRICE MF-$0.36 HC-$10.16 254P.

DESCRIPTORS- *PERSONALITY, *PERSONALITY STUDIES, *STUDENT TEACHERS, *TEACHER CHARACTERISTICS, *TEACHER ROLE, CHICAGO, ILLINOIS, QUESTIONNAIRES, TEACHER ATTITUDES, TEACHER BACKGROUND, TEACHER EXPERIENCES, TEACHER GUIDANCE,

THIS WAS A STUDY OF SELF AND ROLE CONCEPTION, OF THE CHILDHOOD RELATIONSHIPS FROM WHICH THEY WERE FORMED, AND OF THE CHANGES WHICH TOOK PLACE AS A RESULT OF PRACTICE TEACHING AND FIRST-YEAR TEACHING. A QUESTIONNAIRE WAS USED TO RECORD THE PROSPECTIVE TEACHER'S CONCEPTIONS OF HERSELF, HER ROLE, AND HER IMAGES OF PEOPLE WHO INFLUENCED HER DEVELOPMENT. (LP)

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HOW LEARNING IS AFFECTED BY CHANGE IN SUBJECT MATTER--SOURCES OF INTERFERENCE IN VERBAL LEARNING.
CRP-S-321 ED 010 263

VISUALLY HANDICAPPED
SCHOOL ACHIEVEMENT AND EFFECT OF TYPE SIZE ON READING IN VISUALLY HANDICAPPED CHILDREN.
CRP-1766 ED 010 274

VOCABULARY DEVELOPMENT
ANALYSIS OF WORD FREQUENCIES IN SPOKEN LANGUAGE OF CHILDREN.
CRP-S-277 ED 010 243

VOCATIONAL COUNSELING
COUNSELOR INSTITUTE AND FOLLOWUP WORKSHOPS, FINAL REPORT.
HRD-422-65 ED 010 281

CAREER DEVELOPMENT.
CRP-1221 ED 010 282

VOCATIONAL EDUCATION
A SURVEY OF THE TECHNICAL NEEDS OF INDUSTRY AND IMPLICATIONS FOR CURRICULUM DEVELOPMENT IN HIGHER EDUCATION
CRP-S-298 ED 010 257

VO-TECH, CONTINUING INFORMATION PROGRAM.
ERD-481 ED 010 264

A NATIONAL STUDY OF THE AVIATION MECHANICS OCCUPATION.
ERD-393 ED 010 279

WORK EXPERIENCE PROGRAMS
GROUNDSMAN-GARDENER FOR SPECIAL CLASS STUDENTS (EDUCABLE MENTALLY RETARDED YOUTH), FINAL REPORT.
ERD-315-65 ED 010 280

PROGRAM INDEX

This index lists titles of reports under the legislation which authorized them.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the resume section.

COOPERATIVE RESEARCH, PL 89-10, TITLE IV

OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN, A STUDY OF THE
CRP-234 ED 000 000

Accession Number

ADULT AND VOCATIONAL EDUCATION, PL 88-210

COUNSELOR INSTITUTE AND FOLLOWUP WORKSHOPS, FINAL REPORT.
HRD-422-65 ED 010 281

GROUNDSMAN-GARDENER FOR SPECIAL CLASS STUDENTS (EDUCABLE MENTALLY RETARDED YOUTH), FINAL REPORT.
ERD-313-65 ED 010 280

NATIONAL STUDY OF THE AVIATION MECHANICS OCCUPATION.,A
ERD-393 ED 010 279

VO-TECH, CONTINUING INFORMATION PROGRAM.
ERD-481 ED 010 264

COOPERATIVE RESEARCH, PL 89-10, TITLE IV

BENEFITS OF RESEARCH DESIGN--A PILOT STUDY, FINAL REPORT.
CRP-X-005 ED 010 277

CAREER DEVELOPMENT.
CRP-1221 ED 010 282

CLASSROOM ENVIRONMENT ON STUDENT LEARNING.,EFFECTS OF
CRP-S-204 ED 010 252

COMPARATIVE COSTS OF BOOK PROCESSING IN A PROCESSING CENTER AND FIVE INDIVIDUAL LIBRARIES.
CRP-S-335 ED 010 259

CONFERENCE ON SOCIAL SCIENCE METHODS AND STUDENT RESIDENCES.,RESEARCH
CRP-F-031 ED 010 266

CONSERVATION OF QUANTITY.,A STUDY OF DEVELOPMENT OF
CRP-S-398 ED 010 261

CRITICAL REACTIONS, SELF-CONCEPT, AND BEHAVIORAL PREFERENCES, FINAL REPORT.
CRP-S-620-25 ED 010 250

EARLY IDENTIFICATION AND GUIDANCE OF UNDERACHIEVERS.,RESULTS OF
CRP-S-153 ED 010 245

EDUCATIONAL ASPIRATIONS OF FARM BOYS AND GIRLS.
CRP-2055 ED 010 273

ELEMENTARY SCHOOL PRINCIPALSHIP IN TEXAS.,THE
CRP-S-357 ED 010 248

EXPLORATORY STUDY OF THE DEVELOPMENT OF MORE EFFECTIVE TESTING PROGRAMS FOR STUDENTS IN DIFFERING CULTURAL BACKGROUNDS.,AN
CRP-S-336 ED 010 246

HISTORICAL DEVELOPMENTS AFFECTING AMERICAN EDUCATIONAL PROCESSES.
CRP-1701 ED 010 268

HOW LEARNING IS AFFECTED BY CHANGE IN SUBJECT MATTER--SOURCES OF INTERFERENCE IN VERBAL LEARNING.
CRP-S-321 ED 010 263

HOW THE LANGUAGE OF KINDERGARTEN CHILDREN MAY BE DEVELOPED FOR USE IN PROBLEM SOLVING.
CRP-S-326 ED 010 242

HOW URBAN HIGH SCHOOL TEACHERS VIEW THEIR JOB.
CRP-S-108 ED 010 262

MEASUREMENT OF SOCIAL INTELLIGENCE.
CRP-1976 ED 010 278

MODEL OF CREATIVE THINKING TO TEACHING IN A FIRST-GRADE CLASSROOM.,AN APPLICATION OF A
CRP-S-483 ED 010 255

MOTIVATIONAL PATTERNS OF WOMEN ENGAGED IN EDUCATIONAL ACTIVITIES OF VOLUNTARY ORGANIZATIONS.,THE
CRP-S-228 ED 010 244

NEEDS OF INDUSTRY AND IMPLICATIONS FOR CURRICULUM DEVELOPMENT IN HIGHER EDUCATION.,A SURVEY OF THE TECHNICAL
CRP-S-298 ED 010 257

NONINTELLECTIVE FACTORS ASSOCIATED WITH SCHOLASTIC ACHIEVEMENT.
CRP-1139 ED 010 258

NONOVERT REINFORCED CLOZE PROCEDURE.
CRP-2245 ED 010 270

NORMATIVE STUDY OF CHILDREN'S HOUSE-TREE-PERSON DRAWINGS.,A
CRP-2054 ED 010 272

ONE-SEMESTER STENOGRAPHY COURSE.,DEVELOPMENT AND EVALUATION OF A
CRP-S-230 ED 010 256

ORGANIZATION OF EDUCATIONAL RESEARCH IN THE UNITED STATES.,THE
CRP-1974 ED 010 276

RELATION OF READING ACHIEVEMENT TO ONE ASPECT OF "REALISM" AMONG 7- TO 12-YEAR-OLD BOYS.,THE
CRP-S-618-65 ED 010 251

RELATIONSHIP BETWEEN CREATIVITY AND RISK TAKING IN FIFTH-GRADE CHILDREN.,THE
CRP-S-457 ED 010 249

SCHOOL ACHIEVEMENT AND EFFECT OF TYPE SIZE ON READING IN VISUALLY HANDICAPPED CHILDREN.
CRP-1766 ED 010 274

STATE CERTIFICATION OF TEACHERS IN CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS.
CRP-S-220 ED 010 247

STUDENT AND FIRST-YEAR TEACHERS' ATTITUDES TOWARD SELF AND OTHERS.
CRP-1503 ED 010 283

COOPERATIVE RESEARCH, PL 89-10, TITLE IV
(CONTINUED)

SYNTHESIS OF RESEARCH PERTAINING TO SCHOOL BUILDINGS CONDUCTED BY EDUCATORS AND ARCHITECTS.,A
CRP-S-356 ED 010 260

TRANSLATED READING TESTS AS CULTURE-FAIR MEASURES FOR FOREIGN STUDENTS.
CRP-S-177 ED 010 258

WAYS IN WHICH REJECTED CHILDREN BEHAVE.,A STUDY OF SOME OF THE
CRP-S-245 ED 010 254

WHAT TYPE OF COLLEGE FOR WHAT TYPE OF STUDENT.
CRP-2102 ED 010 267

WORD FREQUENCIES IN SPOKEN LANGUAGE OF CHILDREN.,ANALYSIS OF
CRP-S-277 ED 010 243

HANDICAPPED CHILDREN AND YOUTH, PL 88-164

RE-EDUCATION AND REHABILITATION OF EMOTIONALLY HANDICAPPED MALE ADOLESCENTS WITHIN A PUBLIC SCHOOL SETTING.,DEVELOPMENT OF A PROGRAM FOR THE
BR-5-0968 ED 010 265

LANGUAGE DEVELOPMENT, PL 85-864, TITLE VI

COLLEGE LEVEL AUDIOLINGUAL COURSE FOR THE DUTCH LANGUAGE, VOLUMES I AND II.,A FIRST-YEAR
BR-5-1246 ED 010 240

EDUCATION OF THE MODERN FOREIGN LANGUAGE TEACHER FOR AMERICAN SCHOOLS.,THE
BR-5-1359 ED 010 241

NEW EDUCATIONAL MEDIA, PL 85-864, TITLE VII, PART A

AUDIOVISUAL MATERIALS AND SIMULATION TO MODIFY THE HARVARD CASE STUDY METHOD FOR PREPARING STUDENT PERSONNEL ADMINISTRATORS.,THE APPLICATION OF
NDEA-VIIA-S-1456 ED 010 253

MNEMONIC PROGRAMING.,STUDIES IN
NDEA-VIIA-1359 ED 010 271

NEW EDUCATIONAL MEDIA, PL 85-864, TITLE VII, PART B

NEWER MEDIA IN ART EDUCATION PROJECT.,THE USES OF
NDEA-VIIB-547 ED 010 275

PREPARATION OF A THESAURUS OF EDUCATIONAL TERMS, FINAL REPORT.,THE
NDEA-VIIB-170-C ED 010 239

PROGRAMED INSTRUCTION FOR SUPERIOR STUDENTS IN SMALL HIGH SCHOOLS, INTERIM REPORT FOR PROJECT YEAR NO. 1.
NDEA-VIIB-451 ED 010 269

CONTRACT AND GRANT NUMBER INDEX

This index lists the titles of reports by their contract or grant number. The contract and grant numbers are in alpha-numerical sequence.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the resume section.

OEC-6-12-01234-0033

OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN, A STUDY OF THE

CRP-234 ED 000 000

Accession Number

OEC-1-6-058399-0665
CRITICAL REACTIONS, SELF-CONCEPT, AND BEHAVIORAL PREFERENCES, FINAL REPORT.
CRP-S-028-25 ED 010 250

OEC-3-6-058351-0610
AUDIOVISUAL MATERIALS AND SIMULATION TO MODIFY THE HARVARD CASE STUDY METHOD FOR PREPARING STUDENT PERSONNEL ADMINISTRATORS.,THE APPLICATION OF
NDEA-VIIA-S-1456 ED 010 253

OEC-3-14-027
COLLEGE LEVEL AUDIOLINGUAL COURSE FOR THE DUTCH LANGUAGE, VOLUMES I AND II.,A FIRST-YEAR
BR-5-1248 ED 010 240

OEC-4-10-014
WHAT TYPE OF COLLEGE FOR WHAT TYPE OF STUDENT.
CRP-2182 ED 010 267

OEC-4-10-028
SCHOOL ACHIEVEMENT AND EFFECT OF TYPE SIZE ON READING IN VISUALLY HANDICAPPED CHILDREN.
CRP-1766 ED 010 274

OEC-4-10-036
EDUCATIONAL ASPIRATIONS OF FARM BOYS AND GIRLS.
CRP-2055 ED 010 273

OEC-4-10-149
CONFERENCE ON SOCIAL SCIENCE METHODS AND STUDENT RESIDENCES.,RESEARCH
CRP-F-031 ED 010 266

OEC-4-16-026
PROGRAMED INSTRUCTION FOR SUPERIOR STUDENTS IN SMALL HIGH SCHOOLS, INTERIM REPORT FOR PROJECT YEAR NO. 1.
NDEA-VIIB-451 ED 010 269

OEC-5-10-108
TRANSLATED READING TESTS AS CULTURE-FAIR MEASURES FOR FOREIGN STUDENTS.
CRP-S-177 ED 010 258

OEC-5-10-133
EARLY IDENTIFICATION AND GUIDANCE OF UNDERACHIEVERS.,RESULTS OF
CRP-S-193 ED 010 245

OEC-5-10-137
NORMATIVE STUDY OF CHILDREN'S HOUSE-TREE-PERSON DRAWINGS.,A
CRP-2054 ED 010 272

OEC-5-10-340
NEEDS OF INDUSTRY AND IMPLICATIONS FOR CURRICULUM DEVELOPMENT IN HIGHER EDUCATION.,A SURVEY OF THE TECHNICAL
CRP-S-298 ED 010 257

OEC-5-10-374
HOW LEARNING IS AFFECTED BY CHANGE IN SUBJECT MATTER--SOURCES OF INTERFERENCE IN VERBAL LEARNING.
CRP-S-321 ED 010 263

OEC-5-10-384
COMPARATIVE COSTS OF BOOK PROCESSING IN A PROCESSING CENTER AND FIVE INDIVIDUAL LIBRARIES.
CRP-S-335 ED 010 259

OEC-5-10-412
CONSERVATION OF QUANTITY.,A STUDY OF DEVELOPMENT OF
CRP-S-398 ED 010 261

OEC-5-10-433
ELEMENTARY SCHOOL PRINCIPALSHIP IN TEXAS.,THE
CRP-S-357 ED 010 248

OEC-5-10-455
HOW THE LANGUAGE OF KINDERGARTEN CHILDREN MAY BE DEVELOPED FOR USE IN PROBLEM SOLVING.
CRP-S-326 ED 010 242

OEC-6-10-228
MODEL OF CREATIVE THINKING TO TEACHING IN A FIRST-GRADE CLASSROOM.,AN APPLICATION OF A
CRP-S-483 ED 010 255

OEC-6-16-001
PREPARATION OF A THESAURUS OF EDUCATIONAL TERMS, FINAL REPORT.,THE
NDEA-VIIB-170-C ED 010 259

OEC-6-85-043
NATIONAL STUDY OF THE AVIATION MECHANICS OCCUPATION.,A
ERD-383 ED 010 279

OEG-4-6-050178-1838
GROUNDSMAN-GARDENER FOR SPECIAL CLASS STUDENTS (EDUCABLE MENTALLY RETARDED YOUTH), FINAL REPORT.
ERD-315-65 ED 010 280

OEG-5-10-272
BENEFITS OF RESEARCH DESIGN--A PILOT STUDY, FINAL REPORT.
CRP-X-005 ED 010 277

OEG-5-10-326-2-32
ONE-SEMESTER STENOGRAPHY COURSE.,DEVELOPMENT AND EVALUATION OF A
CRP-S-230 ED 010 256

OEG-6-85-008
COUNSELOR INSTITUTE AND FOLLOWUP WORKSHOPS, FINAL REPORT.
HRD-422-65 ED 010 281

OEG-7-23-1020-268
MNEMONIC PROGRAMING.,STUDIES IN
NDEA-VIIA-1359 ED 010 271

OEG-32-30-0000-1025
RE-EDUCATION AND REHABILITATION OF EMOTIONALLY HANDICAPPED MALE ADOLESCENTS WITHIN A PUBLIC SCHOOL SETTING.,DEVELOPMENT OF A PROGRAM FOR THE
BR-5-0968 ED 010 265

PROJECT RESUMES

MATERIALS IN THIS SECTION CANNOT BE ORDERED

FROM THE ERIC DOCUMENT REPRODUCTION SERVICE.

Accession Number--an identification number sequentially assigned to project documents as they are processed.

Office of Education Program--a code for the legislative program which supported the research activity.

SAMPLE ENTRY

Title of the Research Project.

EP 000 000 24

A STUDY OF THE OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN.

Investigator(s)--the individual(s) responsible for the conduct of the project.

INVESTIGATOR- JASPEN, NATHAN

Institutional Source--the organization at which the research activity is conducted.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

Bureau Number--an administrative number assigned by the Bureau of Research, U.S. Office of Education.

BUREAU NUMBER BR-6-1234 PROP DATE 01-OCT-65

Proposal Date--the date the proposal was submitted for evaluation in the Bureau of Research.

Contract or Grant Number--contract numbers have OEC prefixes; grant numbers have OEG prefixes.

CONTRACT/GRANT OEC-6-12-01234-0033

Descriptors--the subject terms assigned by an indexer to characterize the substance of a project. Only the major terms preceded by an asterisk are printed in the subject index.

DESCRIPTORS- *AUDIOVISUAL AIDS, *CABINET-TYPE PROJECTOR, ACHIEVEMENT, EQUIPMENT, TEACHING METHODS, *VIEWING CONDITIONS, INSTRUCTIONAL FILM, TEACHING METHODS, FILMS,

Start Date and End Date--the starting date and the anticipated ending date for the research project.

START DATE 12-15-65 END DATE 06-30-67

Informative Abstract--a synopsis of the project in about 200 words. When applicable it includes the purpose and procedure of the research activity.

AN EXPERIMENT WAS DESIGNED TO DISCOVER THE DIFFERENCES IN LEARNING THAT COULD BE ATTRIBUTED TO DIFFERENCES IN ROOM ILLUMINATION, VIEWING ANGLE, AND DISTANCE FROM THE SCREEN AS THEY RELATED TO THE CABINET-TYPE PROJECTOR. PARTICIPANTS WERE 721 NAVY TRAINEES. THEIR RASK CHOSEN WAS TO ASSEMBLE THE BREECH BLOCK OF AN ANTIAIRCRAFT GUN. ALTHOUGH MOST TRAINEES COULD NOT PERFORM THE TASK WITHOUT INSTRUCTION, THEY LEARNED THE ASSEMBLY IN A FEW MINUTES WITH AN APPROPRIATE FILM. HALF OF THEM SAW THE FILM UNDER DAYLIGHT ILLUMINATION CONDITIONS. THE OTHER HALF SAW THE FILM UNDER DARKENED ROOM CONDITIONS. A TEST WAS SET UP WITH 50 SEATING POSITIONS AT VARYING ANGLES OF VIEW AND AT VARYING DISTANCES FROM THE SCREEN. THE TRAINEES WERE TESTED AFTER THEY SAW THE FILM. PERFORMANCE WAS BETTER UNDER DAYLIGHT CONDITIONS IN THE OPTIMUM VIEWING AREA. OPTIMUM VIEWING WAS WITHIN 30 DEGREES OF THE CENTER LINE AND WITHIN 12 SCREEN WIDTHS OF THE SCREEN. THESE FACTORS SHOULD BE TAKEN INTO CONSIDERATION IN TRAINING SITUATIONS WHEN TRAINEES PRACTICE A SKILL DURING A FILM SHOWING. (CG)

Abstractor's initials.

EP 010 409 24
DESIGN GUIDELINES FOR GOOD HEARING CONDITIONS AND EFFECTIVE NOISE CONTROL IN SCHOOL CLASSROOMS.
INVESTIGATOR- KINGSBURY, HOWARD F.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
BUREAU NUMBER BR-6-8869 PROP DATE 28 APR 66
CONTRACT OEC-1-7-068869-0261

DESCRIPTORS- *BUILDING DESIGN, *CLASSROOM ENVIRONMENT, *COMMUNICATION PROBLEMS, *CONSTRUCTION NEEDS, *EQUIPMENT STANDARDS, CLASSROOMS, DESIGN, EDUCATIONAL FACILITIES, PENNSYLVANIA, UNIVERSITY PARK,

START DATE 09-01-66 END DATE 08-31-67

DESIGN GUIDELINES FOR EFFECTIVE NOISE CONTROL AND GOOD HEARING CONDITIONS IN SCHOOL CLASSROOMS WILL BE DEVELOPED IN A FORM USABLE BY AND UNDERSTANDABLE TO SCHOOL ARCHITECTS, ENGINEERS, AND ADMINISTRATORS. (TWO IMPORTANT OPERATIVE FACTORS GOVERNING GOOD HEARING AND EFFECTIVE NOISE CONTROL ARE THE REVERBERATION TIME IN THE CLASSROOM AND THE ARTICULATION INDEX.) ON THE BASIS OF DATA EXTANT IN LITERATURE, RELATIONSHIPS FOR THESE OPERATIVE FACTORS WILL BE DETERMINED AND THEN TRANSLATED INTO CONSTRUCTION ASSEMBLY OR EQUIPMENT REQUIREMENTS NEEDED TO MEET THE DESIGN GUIDELINES. (AW)

EP 010 410 24
SELECTED READING READINESS TESTS AS PREDICTORS OF SUCCESS IN READING.
INVESTIGATOR- LOWELL, ROBERT E.
UNIVERSITY OF MAINE, ORONO
BUREAU NUMBER BR-6-8894 PROP DATE 26 MAY 66
CONTRACT OEC-1-7-068894-0323

DESCRIPTORS- *INSTRUCTIONAL INNOVATION, *READING ACHIEVEMENT, *READING INSTRUCTION, *READING READINESS TESTS, *READING TESTS, COMPARATIVE ANALYSIS, CONVENTIONAL INSTRUCTION, GRADE 1, INSTRUCTIONAL PROGRAMS, LEE CLARK READING READINESS TEST, MAINE, MURPHY DURRELL DIAGNOSTIC READING READINESS TEST, MURPHY DURRELL READING READINESS ANALYSIS, ORONO, READING DEVELOPMENT,

START DATE 09-08-66 END DATE 07-31-67

SELECTED READINESS TESTS WILL BE EVALUATED FOR THEIR PREDICTIVE RELATIONSHIP TO BEGINNING READING ACHIEVEMENT. THE TEST BATTERY WILL INCLUDE (1) "MURPHY-DURRELL READING READINESS ANALYSIS"-1965 REVISION, (2) "MURPHY-DURRELL DIAGNOSTIC READING READINESS TEST"-1949 EDITION, (3) "LEE-CLARK READING READINESS TEST"-1962 REVISION, AND (4) "TESTS OF GENERAL ABILITY, K-2"-1960 REVISION. THE EXPERIMENTAL PROGRAM WILL USE BOTH CONTROL AND EXPERIMENTAL METHOD READING PROGRAMS, AND THE PROJECT CRITERION READING ACHIEVEMENT WILL BE MEASURED FOR TWO DIFFERENT PERIODS OF THE FIRST GRADE. TESTS WILL BE ADMINISTERED TO THE PROJECT SAMPLE, AND EACH CHILD WILL BE ASSIGNED TO ONE OF TWO GROUPS. THE CONTROL GROUP PROGRAM WILL CONSIST OF TRADITIONAL METHODS AND MATERIALS, WHILE EXPERIMENTAL PROGRAM SUBJECTS WILL LEARN TO READ STRICTLY ACCORDING TO THEIR INDIVIDUAL LEARNING RATES. READING ACHIEVEMENT WILL BE MEASURED AT THE END OF (1) A PREPRIMER PROGRAM, AND (2) THE FULL SCHOOL YEAR. THE RELATIONSHIP BETWEEN READINESS AND ACHIEVEMENT WILL BE DETERMINED BY MULTIPLE REGRESSION ANALYSIS, AND EFFECTS OF METHODS OF INSTRUCTION WILL BE ASSESSED BY FACTORIAL ANALYSIS OF COVARIANCE. IN ADDITION, A FACTOR ANALYSIS OF THE READINESS TESTS WILL REVEAL THE NUMBER AND KIND OF FACTORS MEASURED BY THE TESTS. (AW)

EP 010 411 24
PARENTAL AND PEER GROUP PRESSURES TOWARD DEVIANT STUDENT BEHAVIOR.
INVESTIGATOR- HILL, ROBERT B. CAPLOVITZ, DAVID
COLUMBIA UNIV., NEW YORK
BUREAU NUMBER BR-7-8004 PROP DATE 28 JUN 66
CONTRACT OEC-1-7-078004-0382

DESCRIPTORS- *ACADEMIC PERFORMANCE, *ADOLESCENTS, *FAMILY INFLUENCE, *PEER RELATIONSHIP, ACADEMIC ACHIEVEMENT, BEHAVIOR PROBLEMS, NEW YORK, NEW YORK CITY, PARENTAL BACKGROUND, SOCIAL RELATIONS, STUDENT BEHAVIOR,

START DATE 10-01-66 END DATE 09-30-67

AN INVESTIGATION WILL BE CONDUCTED TO DETERMINE THE EXTENT TO WHICH THE FAMILY AND THE PEER GROUP FACILITATES OR REDUCES THE RATE OF ACADEMICALLY DEVIANT BEHAVIOR AMONG ADOLESCENT STUDENTS. SUCH AREAS AS (1) PARENTAL "SUCCESS" OR "FAILURE," (2) STUDENT SOCIAL RELATIONSHIPS, AND (3) PARENTAL AND PEER GROUP PRESSURES WILL BE STUDIED. A CONSTANT, NORMATIVE FRAME OF REFERENCE WILL BE ESTABLISHED SO THAT THE ANALYSIS OF BEHAVIOR CAN BE CONSISTENTLY CHARACTERIZED AS EITHER DEVIANT OR CONFORMING, REGARDLESS OF CONTEXT. THE CONCEPTUAL DISTINCTION BETWEEN "DEVIATING" AND "DEVIANT" WILL BE MAINTAINED. SINCE A STUDY OF ADOLESCENT BEHAVIOR WITHIN THE SCHOOL SYSTEM IS THE BASIC PURPOSE OF THIS PROJECT, "ACADEMIC SUCCESS" WILL BE THE CULTURAL GOAL OF ANY RESULTING ANALYTICAL SYSTEM, AND INSTITUTIONAL NORMS, AS STATED ABOVE, THE CONSTANT FRAME OF REFERENCE. (AW)

EP 010 412 24
SYMPOSIUM ON THE GENERAL LINEAR MODEL APPROACH TO THE ANALYSIS OF EXPERIMENTAL DATA IN EDUCATIONAL RESEARCH.
INVESTIGATOR- BASHAW, W. L. FINDLEY, WARREN G.
UNIVERSITY OF GEORGIA, ATHENS
BUREAU NUMBER BR-7-8096 PROP DATE 04 MAY 66
CONTRACT OEC-2-7-008096-0496

DESCRIPTORS- *DATA ANALYSIS, *EDUCATIONAL RESEARCH, *SEMINARS, *SPECIALISTS, *STATISTICAL ANALYSIS, ATHENS, CONFERENCES, EVALUATION TECHNIQUES, GEORGIA, INSTRUCTIONAL MATERIALS, RESEARCH METHODOLOGY, RESEARCHERS,

START DATE 10-05-66 END DATE 10-09-67

A SYMPOSIUM IS PROPOSED TO PROVIDE INFORMATION CRITICAL TO THE TRAINING OF EDUCATIONAL RESEARCHERS AND STATISTICIANS. EXPERTS WILL DISCUSS ASPECTS OF USING THE GENERAL LINEAR MODEL FOR ANALYSIS OF DATA. A DOCUMENT REPORTING THESE EXCHANGES FOR DISSEMINATION AND USE AS AN INSERVICE TRAINING DEVICE WILL ALSO BE PUBLISHED. IT WILL BE CENTERED IN THREE AREAS--(1) THEORETICAL STATISTICAL PROBLEMS, (2) ANALYSIS PROBLEMS AND ADVICE, INTERPRETATION AND REPORTING OF RESULTS, AND ADVICE ON TEACHING TECHNIQUES AND COURSE CONTENT, AND (3)

UNSOLVED METHODOLOGICAL PROBLEMS. INFORMATION ON THE LIMITATIONS AND VALUES OF THIS TECHNIQUE IS EXPECTED TO BE DESCRIBED. (RS)

EP 010 413 08
A PROPOSAL FOR THE ESTABLISHMENT OF A STATE COORDINATING UNIT FOR OCCUPATIONAL RESEARCH AND DEVELOPMENT.
INVESTIGATOR- EDINGTON, EVERETT D.
STATE DEPT. OF EDUCATION, SACRAMENTO, CALIF.
BUREAU NUMBER BR-5-0100 PROP DATE 07 MAY 65
CONTRACT OEC-5-85-116

DESCRIPTORS- *DATA COLLECTION, *INFORMATION DISSEMINATION, *OCCUPATIONAL INFORMATION, *RESEARCH COORDINATION, *VOCATIONAL EDUCATION, CALIFORNIA, EDUCATIONAL RESEARCH, EVALUATION, INFORMATION RETRIEVAL, INFORMATION STORAGE, INFORMATION SYSTEMS, RESEARCH COORDINATING UNIT (RCU), SACRAMENTO, STATE PROGRAMS,

START DATE 06-01-65 END DATE 06-30-67

THE ESTABLISHMENT OF A CALIFORNIA STATE COORDINATING UNIT FOR OCCUPATIONAL RESEARCH AND DEVELOPMENT IS THE PURPOSE OF THIS PROPOSAL. SPECIFICALLY THE OBJECTIVE IS TO SERVE AS A CENTRAL COMPILATION, STORAGE, INFORMATION RETRIEVAL, DISSEMINATION, AND STIMULATIVE CENTER FOR ALL RESEARCH THAT RELATES TO OCCUPATIONAL EDUCATION. ITS FUNCTIONS WILL BE TO PROVIDE IMMEDIATE ASSISTANCE TO STATE AND LOCAL VOCATIONAL EDUCATION STAFFS IN (1) INTERPRETING PROGRAM STATUS DATA, (2) PLANNING EVALUATIVE STEPS FOR PROGRAMS, (3) TRANSPLANTING VALID FINDINGS FROM ASSEMBLED RESEARCH STUDIES INTO IMPROVED PROGRAM PRACTICES, AND (4) PLANNING EXPERIMENTAL WORK. (HB)

EP 010 414 08
A PROPOSAL FOR THE ESTABLISHMENT OF A STATE VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT FOR MICHIGAN.
INVESTIGATOR- LANGDON, CHARLES
STATE DEPT. OF PUBLIC INSTRUCTION, LANSING, MICH.
BUREAU NUMBER BR-5-0134 PROP DATE 14 MAY 65
CONTRACT OEC-5-85-134

DESCRIPTORS- *EDUCATIONAL RESEARCH, *INFORMATION DISSEMINATION, *OCCUPATIONAL INFORMATION, *RESEARCH COORDINATION, *VOCATIONAL EDUCATION, LANSING, MICHIGAN, RESEARCH COORDINATING UNIT (RCU), RESEARCH OPPORTUNITIES, RESEARCHERS, SURVEYS,

START DATE 06-01-65 END DATE 06-30-67

THE STATE DEPARTMENT OF PUBLIC INSTRUCTION OF MICHIGAN WILL ESTABLISH A VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT (RCU). THE UNIT WILL STIMULATE NEEDED VOCATIONAL EDUCATION RESEARCH WITHIN THE STATE AND COORDINATE OCCUPATIONAL RESEARCH AMONG THE STATE AGENCIES AND INSTITUTIONS. IT WILL (1) ENCOURAGE PRESERVICE AND INSERVICE TRAINING OF OCCUPATIONAL RESEARCHERS, (2) IDENTIFY AND MAINTAIN AN INVENTORY OF RESEARCH NEEDS, RESOURCES, AND PROGRAMS, (3) SURVEY OCCUPATIONAL DATA REQUIRED FOR CURRICULUM AND FACILITIES DEVELOPMENT, AND (4) DISSEMINATE INFORMATION ON THE PROGRESS AND APPLICATIONS OF RESEARCH RESULTS. IN ADDITION, IT WILL PARTICIPATE IN REVIEWS AND EVALUATIONS OF ALL OCCUPATIONAL RESEARCH IN MICHIGAN, FUNDED BY FEDERAL, STATE, LOCAL, AND/OR PRIVATE FUNDS. (WN)

EP 010 415 08
AN OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDINATING UNIT.
INVESTIGATOR- TOWER, C. O.
STATE DEPT. OF EDUCATION, COLUMBUS, OHIO
BUREAU NUMBER BR-5-0137 PROP DATE 12 MAY 65
CONTRACT OEC-5-85-131

DESCRIPTORS- *INFORMATION DISSEMINATION, *OCCUPATIONAL INFORMATION, *PROGRAM DEVELOPMENT, *RESEARCH COORDINATION, *RESEARCH PROJECTS, *RESEARCHERS, COLUMBUS, EDUCATIONAL RESEARCH, OHIO, RESEARCH, RESEARCH COORDINATING UNIT (RCU), RESEARCH PROBLEMS, SURVEYS,

START DATE 06-01-65 END DATE 06-30-67

THE DIVISION OF VOCATIONAL EDUCATION IN THE OHIO STATE DEPARTMENT OF EDUCATION WILL ESTABLISH AN OCCUPATIONAL RESEARCH AND DEVELOPMENT (R AND D) COORDINATING UNIT. THIS UNIT WILL SURVEY AVAILABLE OCCUPATIONAL INFORMATION, IDENTIFY RESEARCH AND DEVELOPMENT NEEDS, ENCOURAGE AND ASSIST WITH STATE R AND D EFFORT, COORDINATE R AND D EFFORT (INTERNALLY AND EXTERNALLY), ENCOURAGE DEVELOPMENT OF RESEARCH PERSONNEL, AND DISSEMINATE RESEARCH RESULTS. THE UNIT WILL ALSO PARTICIPATE IN FEDERAL, STATE, AND LOCAL EVALUATIONS OF OCCUPATIONAL R AND D EFFORT AND MAINTAIN AN INVENTORY OF AVAILABLE R AND D RESOURCES, NEEDS, AND PROGRAMS. (WN)

EP 010 416 08
DEVELOPING A PROGRAM OF STUDENT PERSONNEL SERVICES FOR AREA VOCATIONAL-TECHNICAL SCHOOLS.
INVESTIGATOR- BOTTOMS, JAMES E.
STATE DEPT. OF EDUCATION, ATLANTA, GA.
BUREAU NUMBER BR-5-0160 PROP DATE 13 MAR 65
CONTRACT OEC-6-85-059

DESCRIPTORS- *JOB MARKET, *JOB TRAINING, *OCCUPATIONAL GUIDANCE, *OCCUPATIONAL INFORMATION, *VOCATIONAL EDUCATION, ATLANTA, ECONOMIC OPPORTUNITIES, GEORGIA, JOB PLACEMENT, OCCUPATIONS, PROGRAM DEVELOPMENT, STUDENT PLACEMENT, STUDENT PROJECTS, VOCATIONAL COUNSELING,

START DATE 10-01-65 END DATE 11-30-67

THE PRIMARY OBJECTIVE OF THIS DEVELOPMENTAL PROJECT IS TO PLAN AND ESTABLISH A SYSTEMATIC AND ADOPTABLE PROGRAM OF STUDENT PERSONNEL SERVICES IN THE GEORGIA AREA VOCATIONAL-TECHNICAL SCHOOLS WHICH WILL ENABLE THEM CONTINUOUSLY TO ACHIEVE THEIR OBJECTIVES UNDER CHANGING CONDITIONS OF THE POPULATION AND ECONOMY. ESTABLISHMENT OF THE STUDENT PERSONNEL SERVICES WILL EVOLVE AS A RESULT OF THE OBJECTIVE OF THE VARIOUS GEORGIA AREA VOCATIONAL SCHOOLS AND THE CHARACTERISTICS OF THE AVAILABLE STUDENT POPULATION. (LP)

EP 010 417 24
THE EFFECTS OF DUAL ENROLLMENT ON STUDENTS.
INVESTIGATOR- FOERSTER, LLOYD C.
CONCORDIA TEACHERS COLL., RIVER FOREST, ILL.
BUREAU NUMBER BR-6-8444 PROP DATE 66
CONTRACT OEC-3-7-068444-0409

DESCRIPTORS- *ACHIEVEMENT, *CHURCH PROGRAMS, *ENROLLMENT, *HIGH SCHOOLS, *STUDENT ATTITUDES, COCURRICULAR ACTIVITIES, ILLINOIS, INTERVIEWS, PROGRAM EVALUATION, RIVER FOREST, STUDENT ENROLLMENT, STUDENT INTERESTS, STUDENT REACTION,

START DATE 10-01-66 END DATE 07-31-67

A STUDY WILL BE UNDERTAKEN TO INVESTIGATE THE EFFECT WHICH DUAL ENROLLMENT MAY HAVE UPON (1) THE SATISFACTION OF CHICAGO LUTHERAN SHARED-TIME STUDENTS WITH THEIR STUDENT STATUS, (2) THE PARTICIPATION OF CHICAGO LUTHERAN SHARED-TIME STUDENTS IN THE COCURRICULAR AND EXTRACURRICULAR ACTIVITIES AT TAFT HIGH SCHOOL, AND (3) THE ACHIEVEMENT OF CHICAGO LUTHERAN SHARED-TIME STUDENTS. DATA WILL BE GATHERED FROM SHARED-TIME STUDENTS THROUGH THE USE OF TAPED INTERVIEWS, A SEMANTIC DIFFERENTIAL SCALE, RECORDS OF COCURRICULAR AND EXTRACURRICULAR PARTICIPATION, AND A STANDARD ACHIEVEMENT TEST. THESE TECHNIQUES WILL BE REPEATED SEVERAL TIMES DURING THE SCHOOL YEAR OF 1966-67 TO PROVIDE DATA FOR AN IN-DEPTH STUDY OF THE PROBLEM UNDER INVESTIGATION. (JC)

EP 010 418 24
THE DEVELOPMENT OF A PLANNED PROGRAM FOR TEACHING IN THE HIGH SCHOOL CHORAL CLASS.
INVESTIGATOR- LINTON, STANLEY
WISCONSIN STATE UNIV., OSHKOSH
BUREAU NUMBER BR-6-8220 PROP DATE 08 OCT 65
CONTRACT OEC-3-6-068220-1470

DESCRIPTORS- *HIGH SCHOOL STUDENTS, *INSTRUCTIONAL MATERIALS, *MATERIAL DEVELOPMENT, *MUSIC EDUCATION, MEASUREMENT INSTRUMENTS, MUSIC, MUSIC TECHNIQUES, OSHKOSH, WISCONSIN,

START DATE 06-13-66 END DATE 12-12-67

A PILOT PROGRAM WILL BE DESIGNED TO PROVIDE A PLANNED APPROACH FOR TEACHING MUSICALITY IN HIGH SCHOOL CHORAL CLASSES. SECONDARY OBJECTIVES WILL BE TO (1) PREPARE A 2-YEAR SEQUENCE OF INSTRUCTIONAL MATERIAL FOR STUDENT AND TEACHER BASED ON A UNIT AND LESSON ORGANIZATION, (2) CONSTRUCT INSTRUMENTS TO USE IN PRE- AND POST-TESTING FOR EVALUATING STUDENT GROWTH IN MUSICALITY OVER EACH YEAR OF THE PROGRAM, AND (3) OPERATE A 2-YEAR TRIAL PROGRAM IN SELECTED SCHOOLS WITH EVALUATION AND COMPARISONS WITH CONTROL GROUPS. MATERIALS WILL BE DEVELOPED DURING A 2-WEEK WORKSHOP IN THE FORM OF A MANUAL FOR STUDENTS AND TEACHERS. PRIOR TO START OF THE TRIAL PERIOD, EVALUATIVE INSTRUMENTS WILL BE DEVELOPED TO ASSESS RESULTS. (LP)

EP 010 419 08
INCREASING KNOWLEDGE IN SOCIAL SCIENCES AMONG AGRICULTURAL EDUCATORS.
INVESTIGATOR- PESSON, L.L.
LOUISIANA STATE UNIV., SCH. OF VOC. EDUCATION
BUREAU NUMBER BR-6-8226 PROP DATE 66
GRANT OEG-4-6-068226-2090

DESCRIPTORS- *AGRICULTURAL RESEARCH PROJECTS, *AGRICULTURE, *CURRICULUM GUIDES, *PROGRAM DEVELOPMENT, *VOCATIONAL EDUCATION, BATON ROUGE, EDUCATIONAL IMPROVEMENT, INFORMATION DISSEMINATION, LOUISIANA, TEACHING QUALITY,

START DATE 06-22-66 END DATE 08-30-67

THE FOCUS OF THIS PROJECT WILL BE ON THE SELECTION OF OBJECTIVES FOR A TRAINING PROGRAM FOR COOPERATIVE EXTENSION AND VOCATIONAL AGRICULTURAL EDUCATORS. STUDY WILL INVOLVE, BASICALLY--(1) THE IDENTIFICATION OF THE ANTICIPATED INTELLECTUAL COMPETENCE NEEDED AMONG AGRICULTURAL EDUCATORS OF THE FUTURE, (2) THE IDENTIFICATION, DEFINITION, AND DESCRIPTION OF RELEVANT SOCIOLOGICAL CONCEPTS, (3) THE DEVELOPMENT OF SUGGESTED EDUCATIONAL OBJECTIVES, AND (4) THE INCORPORATION OF ALL THESE MATERIALS INTO A SYLLABUS. FIVE UNIVERSITY FACULTY MEMBERS AND ONE GRADUATE STUDENT WILL PARTICIPATE. THREE OUTSIDE CONSULTANTS WILL REVIEW MATERIALS AND MAKE SUGGESTIONS DURING THE PROCEDURAL STAGES OF CONCEPT IDENTIFICATION AND THE REVIEW OF THE TENTATIVE MANUSCRIPT. (LP)

EP 010 420 24
EDUCATIONAL VALUES OF LOW-INCOME RURAL COMMUNITIES.
INVESTIGATOR- BRANDNER, LOWELL
KANSAS STATE UNIV. OF AG. AND APPL. SCI.,MANHATTAN
BUREAU NUMBER BR-6-8271 PROP DATE 03 NOV 65
CONTRACT OEC-3-6-068271-0652

DESCRIPTORS- *COLLEGE ATTENDANCE, *COLLEGE PLANNING, *COMMUNITY ATTITUDES, *LOW INCOME, *RURAL AREAS, COMMUNITY LEADERS, HIGH SCHOOL GRADUATES, HIGHER EDUCATION, INTERVIEWS, KANSAS, MANHATTAN, PARENT ATTITUDES, QUESTIONNAIRES, STUDENT ATTITUDES, SURVEYS, TEACHER ATTITUDES,

START DATE 04-01-66 END DATE 09-30-67

AN INVESTIGATION OF SEVERAL RURAL, LOW-INCOME KANSAS COMMUNITIES IS TO BE MADE TO ASCERTAIN THOSE WHICH SEND A LARGE PERCENTAGE OF THEIR HIGH SCHOOL GRADUATES TO COLLEGE AND THOSE COMMUNITIES WHICH SEND ONLY A SMALL PERCENTAGE TO COLLEGE. A PRELIMINARY STUDY ASSUMPTION WAS THAT COMMUNITY VALUES ARE MORE SIGNIFICANT DETERMINANTS THAN INCOME OF WHETHER OR NOT BOYS AND GIRLS ARE ENCOURAGED TO ATTEND COLLEGE. QUESTIONNAIRES AND DEPTH INTERVIEWS WILL BE USED TO DETERMINE THE CHARACTERISTIC ATTITUDES OF STUDENTS, TEACHERS, PARENTS, AND COMMUNITY LEADERS TOWARD EDUCATION. ALSO, LOCAL NEWSPAPERS IN EACH AREA WILL BE STUDIED OVER A PERIOD OF 1 YEAR TO DETERMINE THE AMOUNT OF SPACE DEVOTED TO EDUCATIONAL NEWS. DATA WILL BE ANALYZED TO SHOW CORRELATIONS BETWEEN COMMUNITY VALUES AND PERCENTAGES OF HIGH SCHOOL GRADUATES WHO CONTINUE THEIR EDUCATION. (MB)

EP 010 421 56
THE DIFFERENTIAL EFFECT OF INTERIM TESTING IN THE USE OF AN AUTOINSTRUCTIONAL PROGRAM IN AN AREA OF GENERAL SCIENCE FOR TEACHERS.
INVESTIGATOR- SHELL, WILLIAM B.
AUBURN UNIV., SCHOOL OF EDUCATION, ALA.
BUREAU NUMBER BR-6-8294 PROP DATE 10 NOV 65
CONTRACT OEC-2-7-068294-0177

DESCRIPTORS- *ATOMIC THEORY, *AUTOINSTRUCTIONAL PROGRAMS, *COLLEGE STUDENTS, *PROGRAMED INSTRUCTION, *RETENTION STUDIES, ACHIEVEMENT TESTS, ALABAMA, AMERICAN COLLEGE TEST (SCIENCE SECTION), AUBURN, EDUCATIONAL RESEARCH, HIGH ACHIEVERS, LOW ACHIEVERS, NELSON DENNY READING TESTS (FORM

A).

START DATE 09-01-66 END DATE 08-31-67

THE PROBLEM OF THIS RESEARCH IS TO DETERMINE THE DIFFERENTIAL EFFECT OF INTERIM TESTING IN THE USE OF AUTOINSTRUCTIONAL PROGRAMS. AN AUTOINSTRUCTIONAL PROGRAM ON ATOMIC STRUCTURE AND BONDING, CONSISTING OF APPROXIMATELY 800 FRAMES, WILL BE ADMINISTERED TO ABOUT 80 UNDERGRADUATE STUDENTS IN THE SCHOOL OF EDUCATION. BOTH THE EXPERIMENTAL AND CONTROL GROUPS WILL RECEIVE A PRETEST, A POST-TEST, AND A RETENTION TEST 6 WEEKS AFTER THE COMPLETION OF THE PROGRAMED INSTRUCTIONS. THE EXPERIMENTAL GROUPS WILL RECEIVE INTERIM TESTS AFTER APPROXIMATELY EVERY 160 FRAMES. RESULTS OF THE NELSON-DENNY READING TEST AND THE SCIENCE SECTION OF THE AMERICAN COLLEGE TEST WILL BE USED TO DETERMINE THE READING AND SCIENCE ACHIEVEMENT LEVELS OF BOTH GROUPS. AN ANALYSIS OF COVARIANCE WILL BE USED TO DETERMINE (1) THE INTERACTION OF ABILITY AND PREVIOUS SCIENCE BACKGROUND ON ACHIEVEMENT AND RETENTION, AND (2) THE MAIN EFFECTS THAT FREQUENCY OF TESTING HAS ON THE ACHIEVEMENT AND RETENTION LEVELS OF HIGH AND LOW ABILITY STUDENTS. (JC)

EP 010 422 24
ANALYSIS OF SCHOOL SOCIAL WORK TASKS.
INVESTIGATOR- COSTIN, LELA B.
UNIVERSITY OF ILLINOIS, URBANA
BUREAU NUMBER BR-6-8315 PROP DATE 65
GRANT OEG-3-6-068315-1306

DESCRIPTORS- *RESEARCH, *SCHOOL SERVICES, *SOCIAL WORKERS, *TRAINING, COUNSELING, ILLINOIS, SCHOOL PERSONNEL, URBANA,

START DATE 01-06-66 END DATE 11-30-67

HYPOTHESES FOR FURTHER INVESTIGATION IN THE AREA OF TRAINING AND UTILIZATION OF SOCIAL WORK MANPOWER IN THE SCHOOL SETTING ARE ANTICIPATED FROM A STUDY THAT WILL SEEK TO ANSWER TWO BASIC QUESTIONS--(1) WHAT IS THE CONTENT OF THE FUNCTION OF SCHOOL SOCIAL WORK AS DEFINED BY PROFESSIONAL SOCIAL WORKERS CLOSELY RELATED TO THIS FIELD OF PRACTICE, AND (2) DOES SUCH A DEFINITION OF FUNCTION PROVIDE A PROMISING BASIS FOR EXPERIMENTATION IN RELATION TO ASSIGNMENT OF RESPONSIBILITIES TO SOCIAL WORK STAFF WITH DIFFERENT LEVELS OF TRAINING? THE MAJOR FUNCTIONS OF THE STUDY WILL BE (1) IDENTIFICATION OF SCHOOL WORKERS TASKS, (2) CONSTRUCTION OF A RATING SCALE, (3) FACTOR ANALYSIS OF DATA, AND (4) INTERPRETATION OF RESULTS. (AW)

EP 010 423 24
THE RELATIONSHIP OF ART QUALITY TO SOCIOLOGICAL, MOTIVATIONAL, AND ECONOMIC FACTORS.
INVESTIGATOR- CARR, PETE J. CLEMENTS, ROBERT D.
BALL STATE UNIVERSITY, MUNCIE, IND.
BUREAU NUMBER BR-6-8333 PROP DATE 25 NOV 65
CONTRACT OEC-3-6-068333-0933

DESCRIPTORS- *ART EDUCATION, *CULTURALLY DISADVANTAGED, GRADE 6, INDIANA, MUNCIE,

START DATE 06-01-66 END DATE 11-30-67

THE MAJOR OBJECTIVES OF THE PROPOSED STUDY ARE TO INVESTIGATE (1) DIFFERENCES IN THE AESTHETIC MERIT OF ART PRODUCTS OF SIXTH-GRADE CHILDREN FROM VARIOUS GROUPS, (2) EFFECTIVENESS OF TWO TYPES OF INSPIRATIONAL MOTIVATION, AND (3) EFFECTIVENESS OF AN INNOVATIVE ART COURSE OF STUDY USING MATERIALS AND EQUIPMENT WHICH ARE FREE OR OF NEGLIGIBLE COST AS CONTRASTED TO A PROGRAM WITH AN UNLIMITED BUDGET. THIS STUDY WILL BE CONDUCTED IN SIXTH-GRADE CLASSES AT TWO SCHOOLS, THE STUDENT POPULATIONS OF WHICH ARE DRAWN FROM (1) CHILDREN OF LABORERS, DOMESTIC WORKERS, AND RELIEF-DEPENDENT PARENTS, AND (2) CHILDREN OF COLLEGE PROFESSORS AND PROFESSIONAL MEN. THE STUDY WILL BE IMPLEMENTED IN TWO CLASSES AT EACH SCHOOL. ONE CLASS AT EACH SCHOOL WILL WORK WITH FREE OR FOUND MATERIALS. THE OTHER CLASS AT EACH SCHOOL WILL USE SUPPLIES FROM AN UNLIMITED BUDGET. HALF OF ALL THE LESSONS WHICH THE FOUR CLASSES RECEIVE WILL BE MOTIVATED BY FANTASY THEMES -- THE OTHER HALF MOTIVATED BY CONCRETE, TANGIBLE, OR EXPERIENCED SUBJECTS. THE PROJECT FINDINGS WILL BE BASED ON A TOTAL OF 40 LESSONS TAUGHT BY 3 ART TEACHERS, I.E., ONE HUNDRED STUDENTS WILL EXECUTE 1,000 ART PRODUCTS TO BE JUDGED BY A PANEL OF 8 ART EXPERTS. PRODUCTS WILL BE JUDGED ON ARTISTIC QUALITY, CRAFTSMANSHIP, AND ORIGINALITY. (LP)

EP 010 424 48
FOR THE COMPOSITION AND REPRODUCTION OF "SPEAK CHINESE."
INVESTIGATOR- OLSON, JANE V.
YALE UNIV., NEW HAVEN, CONN.
BUREAU NUMBER BR-6-8349 PROP DATE DEC 65
CONTRACT OEC-1-6-068349-1615

DESCRIPTORS- *CHINESE, *LANGUAGE INSTRUCTION, *RESOURCE MATERIALS, *TEXTBOOK PREPARATION, *TEXTBOOK PUBLICATIONS, COLLEGE INSTRUCTION, CONNECTICUT, NEW HAVEN, TEACHING GUIDES,

START DATE 06-01-66 END DATE 11-30-67

THE OBJECTIVE IS TO PUBLISH A TEXT, PREVIOUSLY DEVELOPED AND COMPILED, AND TO MAKE COLLEGE-LEVEL MATERIALS AVAILABLE FOR CHINESE LANGUAGE STUDY. IT WILL BE PUBLISHED IN THREE VOLUMES--A TEXT, STUDENT'S WORKBOOK, AND A TEACHER'S MANUAL. IT WILL BE COMPOSED BY COLD-TYPE PROCESSES, REPRODUCED BY PHOTO-OFFSET, AND BOUND IN PAPER COVERS. (RS)

EP 010 425 24
LEGAL WORK STATUS OF PUBLIC SCHOOL CLASSIFIED EMPLOYEES IN THE 50 STATES.
INVESTIGATOR- NOLTE, H. CHESTER
UNIVERSITY OF DENVER, SCH. OF EDUCATION
BUREAU NUMBER BR-6-8488 PROP DATE 18 JAN 66
GRANT OEG-4-6-068488-1271

DESCRIPTORS- *EMPLOYMENT PRACTICES, *LABOR UNIONS, *LEGAL PROBLEMS, *PUBLIC SCHOOLS, *SCHOOL PERSONNEL, *STATE LAWS, COLORADO, DENVER, EMPLOYMENT LEVEL,

START DATE 06-01-66 END DATE 08-31-67

THIS STATUS STUDY WILL BE CONCERNED WITH THE CURRENT LEGAL PROVISIONS RELATING TO PUBLIC SCHOOL CLASSIFIED EMPLOYEES IN THE 50 STATES. THE CURRENT LEGAL STATUS OF PUBLIC SCHOOL CLASSIFIED PERSONNEL WILL BE STUDIED WITH

RESPECT TO (1) COLLECTIVE BARGAINING, (2) DISCRIMINATION, STRIKES, AND OTHER EMPLOYMENT PRACTICES, AND (3) FRINGE BENEFITS UNDER WORKMEN'S COMPENSATION, MINIMUM WAGE, RETIREMENT, SENIORITY STANDING, AND GRIEVANCE PROCEDURES. A STATUS STUDY IN THE FIELD OF LAW WILL PROVIDE THE BASIS FOR THE PROCEDURES. PRIMARY SOURCES OF INFORMATION WILL BE LAW LIBRARIES AND THE CONSTITUTIONS AND BYLAWS. ALSO, COURT CASES DEALING WITH LEGAL WORK STATUS OF PUBLIC SCHOOL CLASSIFIED PERSONNEL OF 50 STATES WILL BE SCRUTINIZED. (HB)

EP 010 426 48
CAKCHIQUEL BASIC COURSE.
INVESTIGATOR- BLAIR, ROBERT W.
BRIGHAM YOUNG UNIV., PROVO, UTAH
BUREAU NUMBER BR-6-8745 PROP DATE 66
CONTRACT OEC-4-7-068745-0070

DESCRIPTORS- *CAKCHIQUEL, *DIALECT STUDIES, *LANGUAGE INSTRUCTION, *TAPE RECORDINGS, DIALECTS, GUATEMALA, LANGUAGE PROGRAMS, LANGUAGE RESEARCH, LANGUAGES, LINGUISTICS, PROVO, UTAH,

START DATE 07-27-66 END DATE 10-31-67

A BASIC 1-YEAR COURSE IN THE CAKCHIQUEL LANGUAGE--A MAYAN INDIAN DIALECT OF GUATEMALA--WILL BE BASED ON A LINGUISTIC ANALYSIS OF THE LANGUAGE. MATERIAL FOR THE COURSE WILL BE INCORPORATED FROM VERBAL COMMUNICATIONS SUCH AS CONVERSATIONS AND NARRATIVES RECORDED ON TAPE. THESE DIALOG MATERIALS WILL SERVE AS THE BASIS FOR THE GRAMMATICAL OBSERVATIONS, STRUCTURAL DRILL, AND VOCABULARY STUDIES WHICH WILL MAKE UP THE BULK OF EACH LESSON. (AW)

EP 010 427 24
A PROGRAM OF TRAINING IN RESEARCH AND EVALUATION, STATE DEPARTMENT OF EDUCATION, OHIO.
INVESTIGATOR- BEYNON, ROBERT P.
STATE DEPT. OF EDUCATION, COLUMBUS, OHIO
BUREAU NUMBER BR-6-8879 PROP DATE 66
GRANT OEG-3-6-068879-1799

DESCRIPTORS- *ADMINISTRATIVE PERSONNEL, *EDUCATIONAL PROGRAMS, *RESEARCH PROBLEMS, *STATE PROGRAMS, *WORKSHOPS, ADULT EDUCATIONAL PROGRAMS, COLUMBUS, OHIO, RESEARCH METHODOLOGY, SUPERVISORS,

START DATE 06-30-66 END DATE 06-30-67

A TRAINING PROGRAM OF 1-WEEK DURATION WILL BE CONDUCTED TO ASSIST PROFESSIONAL STAFF MEMBERS IN THE OHIO STATE DEPARTMENT OF EDUCATION TO GAIN SKILLS IN EDUCATIONAL RESEARCH. PERSONNEL WHO ARE IN AN ADMINISTRATIVE, SUPERVISORY, OR CONSULTATIVE CAPACITY WILL BE GIVEN EXPERIENCES TO IMPROVE THEIR SKILLS. WORKSHOP EMPHASIS WILL BE ON RESEARCH AND EVALUATION PROCEDURES AND TECHNIQUES. SPECIALISTS WILL BE EMPLOYED TO CONDUCT THE WORKSHOP ACTIVITIES. IN ADDITION, A SERIES OF MEETINGS WILL BE HELD IN WHICH CURRENT RESEARCH PROBLEMS WILL BE STUDIED. EMPHASIS WILL BE PLACED ON HELPING PARTICIPANTS SOLVE SOME OF THE DAY-TO-DAY RESEARCH AND EVALUATION PROBLEMS. (JC)

EP 010 428 48
DEVELOPMENT OF A TEXTBOOK OF SPOKEN CANTONESE, PHASE ONE.
INVESTIGATOR- MIRSKY, ELIZABETH
FOREIGN SERVICE INST., WASHINGTON D. C.
BUREAU NUMBER BR-5-1102 PROP DATE 65
CONTRACT OEC-6-14-019

DESCRIPTORS- *CANTONESE, *CHINESE, *LANGUAGE INSTRUCTION, *LANGUAGE SKILLS, *TEXTBOOK PREPARATION, DISTRICT OF COLUMBIA, HONG KONG, INSTRUCTIONAL MATERIALS, LANGUAGE AIDS, LANGUAGE GUIDES, MATERIAL DEVELOPMENT, STUDENT PARTICIPATION,

START DATE 01-01-66 END DATE 12-31-67

THE COMPILATION OF A TEXTBOOK OF SPOKEN CANTONESE FOR ADULT BEGINNERS IS PROPOSED. THE COURSE WILL BE DESIGNED TO BE TAUGHT IN AN INTENSIVE COURSE TOTALING APPROXIMATELY 400 HOURS OR AS A FIRST-YEAR UNIVERSITY-LEVEL COURSE. THE SUBJECT MATTER OF PHASE ONE WILL BE TOPICS OF EVERYDAY ADULT LIFE AS EXPERIENCED IN HONG KONG. MATERIAL WILL BE PRESENTED IN SHORT UNITS. EACH UNIT WILL BE COMPOSED OF A 4- TO 10-LINE DIALOG TO BE MEMORIZED, NOTES, AND AN EXTENSIVE SERIES OF STUDENT PARTICIPATION DRILLS. THE TEXT WILL ALSO INCLUDE A GRAMMATICAL INDEX. THE SYSTEM OF ROMANIZATION WILL BE A. RICHARD DIEBOLD'S MODIFICATION OF THE HUANG-KOK ROMANIZATION. (AW)

EP 010 429 48
PREPARATION AND PUBLICATION OF A GREEK BASIC COURSE--FY 1966 PORTION.
INVESTIGATOR- FRITH, J.R.
FOREIGN SERVICE INST., WASHINGTON D. C.
BUREAU NUMBER BR-5-1101 PROP DATE 65
CONTRACT OEC-6-14-016

DESCRIPTORS- *GREEK, *LANGUAGE INSTRUCTION, *LANGUAGE PATTERNS, *LANGUAGE SKILLS, *TEXTBOOK PREPARATION, D.C, INSTRUCTIONAL PROGRAMS, LANGUAGE AIDS, LANGUAGE GUIDES, SPECIAL EDUCATION, WASHINGTON,

START DATE 10-01-65 END DATE 06-30-68

THE FOREIGN SERVICE INSTITUTE PROPOSES TO PREPARE A GREEK BASIC COURSE ADAPTABLE TO GOVERNMENTAL AND PUBLIC REQUIREMENTS. THE COURSE WILL BE AN INTENSIVE COURSE OF 600 TO 800 HOURS OF INSTRUCTION. APPROPRIATE SPEECH AND EXTENSIVE DRILLS WILL AIM TO PRODUCE FLUENCY. THE WRITING SYSTEM, BOTH PRINTED AND HANDWRITTEN FORMS, WILL BE INTRODUCED. BASIC READINGS DESIGNED TO PROVIDE A TRANSITION FROM THE SPOKEN LANGUAGE TO THE READING OF TEXTS WILL BE INCLUDED. THE COURSE WILL BE PUBLISHED IN TWO VOLUMES WITH A TOTAL OF 800 TO 1,200 PAGES. (AW)

EP 010 430 24
A DIAGNOSTIC TESTING PROGRAM WITH APPROPRIATE AUTOINSTRUCTIONAL TREATMENTS TO MEET INDIVIDUAL DIFFERENCES IN LEARNING.
INVESTIGATOR- SPOHN, CHARLES L.
OHIO STATE UNIV., COLUMBUS
BUREAU NUMBER BR-5-0262 PROP DATE 23 FEB 65
GRANT OEG-6-10-214

DESCRIPTORS- *COLLEGE STUDENTS, *EDUCATIONAL RESEARCH, *MUSIC EDUCATION, *STUDENT TESTING, *TEACHING, COLUMBUS, OHIO,

START DATE 01-01-66 END DATE 12-31-67

THE STUDY WILL EVALUATE PROGRAMED INSTRUCTION (AUTOINSTRUCTIONAL TREATMENTS FOR MEETING INDIVIDUAL DIFFERENCES) TO DETERMINE ITS POTENTIAL FOR DIAGNOSING DIFFICULTIES IN THE PERFORMANCE OF MUSIC. THE TESTING PROGRAM TO BE DEVELOPED WILL PROVIDE FOR INDIVIDUAL LEARNING DIFFERENCES. THREE PHASES ARE PLANNED. PHASE ONE WILL INCLUDE AN ITEM ANALYSIS OF STUDENT WORKSHEETS AND TEST PAPERS GATHERED FROM PREVIOUS RESEARCH. PHASE TWO WILL BE AN ANALYSIS OF ALL BACKGROUND DATA. PHASE THREE WILL INCLUDE A TEST GROUP OF 120 FRESHMAN MUSIC STUDENTS. (HB)

EP 010 431 24
AMERICAN INDIANS IN RURAL AND URBAN SCHOOLS.
INVESTIGATOR- WAX, MURRAY L.
UNIVERSITY OF KANSAS, LAWRENCE
BUREAU NUMBER BR-5-0563 PROP DATE 22 FEB 65
CONTRACT OEC-6-10-260

DESCRIPTORS- *AMERICAN INDIAN, *EDUCATIONAL DISADVANTAGEMENT, *RURAL ENVIRONMENT, *SCHOOL COMMUNITY RELATIONSHIP, *URBAN ENVIRONMENT, COMMUNITY ATTITUDES, COMPARATIVE ANALYSIS, EDUCATIONAL RESEARCH, GROUP DYNAMICS, KANSAS, LAWRENCE, OKLAHOMA, PUBLIC SCHOOLS, STUDENT ATTITUDES,

START DATE 01-24-66 END DATE 06-30-68

THIS STUDY WILL CONSTITUTE THE SECOND PHASE OF AN INVESTIGATION ON INDIAN EDUCATION. RURAL AND URBAN COMMUNITIES WILL BE SELECTED FOR THE STUDY. FIELD OBSERVERS WILL LIVE IN THESE LOCATIONS AND PARTICIPATE IN A VARIETY OF SCHOOL AND COMMUNITY ACTIVITIES. THEY WILL COLLECT INFORMATION, MAINTAIN DIARIES, AND ADMINISTER QUESTIONNAIRES TO THE POPULATION. OBSERVATION OF CLASSROOM SESSIONS IS ALSO INCLUDED AND, WHERE POSSIBLE, MOTION PICTURE FILMING OF CLASSROOM INTERACTION WILL BE ACCOMPLISHED. THE INFORMATION COLLECTED WILL BE ANALYZED TO IDENTIFY THE STRATIFICATION OF THE COMMUNITY AND TO DETERMINE THE RELATIONSHIP OF THE COMMUNITY TO THE SCHOOL. (RS)

EP 010 432 08
A PILOT PROGRAM IN PREPARING ANIMAL SCIENCE TECHNOLOGY.
INVESTIGATOR- STONE, W. S.
STATE UNIV. OF N. Y., AG. AND TECH. COLL. AT DELHI
BUREAU NUMBER BR-5-0071 PROP DATE 12 MAR 65
CONTRACT OEC-5-85-076

DESCRIPTORS- *ANIMAL SCIENCES, *CURRICULUM DEVELOPMENT, *VETERINARY MEDICINE, DELHI, LABORATORY EQUIPMENT, NEW YORK, SCIENCE EDUCATION,

START DATE 06-01-65 END DATE 12-31-69

A NEW PROGRAM IS PLANNED TO TRAIN COMPETENT ANIMAL SCIENCE TECHNICIANS. IT WILL INVOLVE A 2-YEAR CURRICULUM, LEADING TO A DEGREE OF ASSOCIATE IN APPLIED SCIENCES. GRADUATES WILL BE TRAINED TO SERVE IN FEDERAL AGENCIES, STATE GOVERNMENT DEPARTMENTS, COLLEGES, HOSPITALS, RESEARCH INSTITUTIONS, PHARMACEUTICAL HOUSES, ANIMAL BREEDING ESTABLISHMENTS, AND VETERINARY HOUSES. ACTIVITIES OF THE CURRENT PROJECT WILL CONSIST OF PURCHASING SCIENTIFIC EQUIPMENT AND TEACHING AIDS, ACQUIRING NECESSARY PERSONNEL, AND DEVELOPING INSTRUMENTS TO MEASURE THE EFFECTIVENESS OF THE NEW PROGRAM. (TC)

EP 010 433 08
TRAINING AND SKILL REQUIREMENTS OF MACHINERY MAINTENANCE PERSONNEL.
INVESTIGATOR- LYNN, FRANK
MIDWEST INST.FOR EDUCATIONAL RES.AND TRAINING
BUREAU NUMBER BR-5-1201 PROP DATE 22 AUG 65
GRANT OEG-3-6-051201-0671

DESCRIPTORS- *JOB ANALYSIS, *JOB SKILLS, *JOB TRAINING, *MACHINERY MAINTENANCE, CHICAGO, ILLINOIS, INSTRUCTIONAL MATERIALS, SKILL DEVELOPMENT, VOCATIONAL EDUCATION,

START DATE 04-01-66 END DATE 06-30-67

AN INVESTIGATION WILL (1) DETERMINE THE EXTENT TO WHICH THERE IS A HIGH DEGREE OF COMMONALITY IN THE TRAINING AND SKILL REQUIREMENTS FOR MAINTENANCE PERSONNEL IN INDUSTRY, AND (2) IDENTIFY THE SPECIFIC FUNCTIONAL KNOWLEDGE, ANALYTICAL SKILLS, AND PRACTICAL TRAINING REQUIRED FOR SUCH PERSONNEL. EVALUATION WILL BE MADE OF THE EFFECT THAT NEW MACHINERY DESIGN AND ENGINEERING CONCEPTS HAVE HAD ON THE TRAINING AND SKILL REQUIREMENTS. IN ADDITION, AN INVENTORY OF EXISTING TRAINING COURSES, MANUALS, AND INSTRUCTIONAL MATERIALS WILL BE MADE TO DETERMINE THE EXTENT TO WHICH THEY WOULD BE ADAPTABLE TO VOCATIONAL TRAINING. (AW)

EP 010 434 08
AN EXPERIMENTAL JUNIOR HIGH SCHOOL COURSE IN OCCUPATIONAL OPPORTUNITIES AND LABOR MARKET PROCESSES.
INVESTIGATOR- DARCY, ROBERT
OHIO UNIV., ATHENS
BUREAU NUMBER BR-5-1203 PROP DATE 12 AUG 65
GRANT OEG-3-6-051203-2080

DESCRIPTORS- *EDUCATIONAL CHANGE, *EMPLOYMENT OPPORTUNITIES, *HIGH SCHOOL STUDENTS, *OCCUPATIONAL GUIDANCE, *VOCATIONAL EDUCATION, ATHENS, COUNSELORS, EDUCATIONAL PROGRAMS, OHIO, VOCATIONAL COUNSELING,

START DATE 06-22-66 END DATE 06-30-68

A PROPOSAL TO DEVELOP AND IMPLEMENT A PROGRAM OF ECONOMIC AND OCCUPATIONAL EDUCATION WILL (1) PROVIDE HIGH SCHOOL STUDENTS, TEACHERS, AND VOCATIONAL GUIDANCE COUNSELORS WITH INFORMATION ON THE FUNCTIONING OF LABOR MARKETS, CHANGING LABOR FORCE REQUIREMENTS, OCCUPATIONAL TRAINING, LABOR MOBILITY, AND EMPLOYMENT OPPORTUNITIES, (2) DEMONSTRATE THE ECONOMIC VALUE OF EDUCATION AND THE IMPORTANCE OF INTELLIGENT OCCUPATIONAL PLANNING TO STUDENTS, (3) HELP STUDENTS DEVELOP AN UNDERSTANDING OF THE BASIC FORCES OF CHANGE IN THE ECONOMIC SOCIETY, AND (4) DEVELOP STUDENT ATTITUDES AND UNDERSTANDING OF THEIR ROLE IN THE MODERN INDUSTRIAL ECONOMY. AN EXPERIMENTAL PROGRAM WILL PROVIDE THE STUDENTS WITH A WIDE RANGE OF EDUCATIONAL CONTENT, PRACTICAL INFORMATION, AND A SYSTEMATIC INTEGRATION OF PROGRAMS ALREADY

OPERATING IN THE SCHOOLS. (AW)

EP 010 435 24
IMPROVING AND EXTENDING THE JUNIOR HIGH SCHOOL ORCHESTRA REPERTORY.
INVESTIGATOR- MOORE, JUNE
LINCOLN PUBLIC SCHOOLS, NEBRASKA
BUREAU NUMBER BR-5-0339 PROP DATE 01 APR 65
CONTRACT OEC-3-7-058339-0450

DESCRIPTORS- *MUSIC EDUCATION, JUNIOR HIGH SCHOOLS, LINCOLN, MUSIC ACTIVITIES, MUSIC TECHNIQUES, NEBRASKA,

START DATE 07-01-66 END DATE 09-30-67

A SELECTION OF THE BEST ORCHESTRA LITERATURE FROM THE "GIANTS OF MUSIC" AND THE PRINCIPAL PERIODS OF MUSICAL COMPOSITION IS TO BE MADE TO BE INCLUDED IN THE REPERTOIRE OF THE JUNIOR HIGH SCHOOL ORCHESTRA. THIS WILL BE DONE TO MAKE CERTAIN THAT THE STUDENT LEARNS A GOOD REPERTOIRE RATHER THAN IS JUST EXPOSED TO HAPHAZARD SELECTING OF COMPOSITION. A COMBINATION PLAYING, LISTENING, STUDY ROUTINE FOR THE ORCHESTRA STUDENTS WILL BE MADE FOR EACH SELECTED PIECE OF LITERATURE. THIS ROUTINE -- THROUGH THE USE OF RECORDINGS, ANALYSIS MATERIALS, AND HISTORICAL BACKGROUND -- WILL HELP THE STUDENT OBTAIN THE MAXIMUM KNOWLEDGE AND UNDERSTANDING OF THE ORCHESTRA LITERATURE REHEARSED. (LP)

EP 010 436 40
THE EFFECTS OF NONDIRECTIVE GROUP PLAY THERAPY ON READING, ARITHMETIC, AND LANGUAGE OF EMOTIONALLY DISTURBED PRIMARY SCHOOL PUPILS.
INVESTIGATOR- JOSEPH, ELLIS A.
UNIVERSITY OF DAYTON, OHIO
BUREAU NUMBER BR-5-8393 PROP DATE 14 JUN 65
GRANT OEG-32-45-0570-6026

DESCRIPTORS- *ACHIEVEMENT, *ELEMENTARY SCHOOL STUDENTS, *EMOTIONALLY DISTURBED, *PLAY THERAPY, ACHIEVEMENT GAINS, ACHIEVEMENT RATING, ARITHMETIC, CALIFORNIA ACHIEVEMENT TEST BATTERY LOWER AND UPPER PRIMARY FORM W, DAYTON, EMOTIONALLY DISTURBED CHILDREN, GRADE 1, GRADE 2, LANGUAGE, MOUSTAKAS' SELECTION CRITERIA, OHIO, PRIMARY GRADES, READING,

START DATE 06-15-66 END DATE 06-14-67

NONDIRECTED GROUP PLAY THERAPY FOR EMOTIONALLY DISTURBED FIRST AND SECOND GRADERS WILL BE STUDIED TO DETERMINE WHETHER OR NOT SUCH PLAY AFFECTS READING, ARITHMETIC, AND LANGUAGE ACHIEVEMENT. APPROXIMATELY 80 UNADJUSTED CHILDREN WILL BE STUDIED USING SELECTION CRITERIA SUGGESTED BY MOUSTAKAS. INDIVIDUAL COUNSELORS WILL BE ASSIGNED TO 3 EXPERIMENTAL GROUPS (CONSISTING OF 18 SUBJECTS). THE COUNSELORS WILL WORK WITH THEIR ASSIGNED PUPILS AND/OR PARENTS TO IMPLEMENT PLAY THERAPY. TIME SPENT WITH PUPILS AND PARENTS WITHIN EACH GROUP WILL BE EXPERIMENTALLY VARIED. ACHIEVEMENT WILL BE MEASURED BY THE CALIFORNIA ACHIEVEMENT TEST BATTERY (LOWER AND UPPER PRIMARY FORM W). RESULTS OBTAINED WILL BE COMPARED WITH RESULTS OBTAINED FROM 30 CHILDREN IN A CONTROL GROUP EQUATED BY RANDOMIZATION. ANALYSIS OF VARIANCE BETWEEN PLAY THERAPY GROUPS AND THE GROUP THERAPY AND INTERACTION GROUP WILL THEN BE ACCOMPLISHED AND COMPARED WITH THE CONTROL GROUP. (WN)

EP 010 437 24
A LITERACY PROGRAM FOR ADULT ILLITERATES.
INVESTIGATOR- BROWN, DON A.
STATE UNIV. OF N. Y., SUNY AT BUFFALO
BUREAU NUMBER BR-6-1136
GRANT OEG-1-7-061136-0385

DESCRIPTORS- *ADULT STUDENTS, *ILLITERATE ADULTS, *PSYCHOLOGICAL TESTING, *PSYCHOMETRICS, *READING, BUFFALO, DAVIS EELLS GAMES, INITIAL TEACHING ALPHABET, LEITER ADULT INTELLIGENCE SCALE, MEASUREMENT, NEW YORK, READING ABILITY, READING ACHIEVEMENT, WECHSLER ADULT INTELLIGENCE SCALE,

START DATE 10-01-66 END DATE 06-30-68

A LITERACY PROGRAM WILL (1) INVESTIGATE EXPERIENTIAL AND PERFORMANCE FACTORS PERTINENT TO THE IMPROVEMENT OF INSTRUCTIONAL PROGRAMS FOR ADULT CITY HARDCORE ILLITERATES, (2) INVESTIGATE THE USE OF THE INITIAL TEACHING ALPHABET IN TEACHING THESE ADULTS TO READ, AND (3) DEVELOP AN INSTRUMENT TO PREDICT GAIN IN READING ABILITY OF THESE ADULTS. A THREE-PART STUDY WILL (1) INVESTIGATE THE BACKGROUND CHARACTERISTICS COMMON TO THIS GROUP (AN EXPERIENCE INVENTORY WILL BE ADMINISTERED TO EACH INDIVIDUAL TO OBTAIN THIS INFORMATION), AND (2) INVESTIGATE THE USE OF THE INITIAL TEACHING ALPHABET AS A METHOD OF INSTRUCTION (GAINS IN READING ACHIEVEMENT WILL BE MEASURED BY MEANS OF THE STANFORD ACHIEVEMENT TEST, READING PRE- AND POST-TESTS, AND COMPARED WITH THE GAINS MADE BY STUDENTS MATCHED WITH THE EXPERIMENTAL GROUPS. TWO HUNDRED HOURS OF READING INSTRUCTION WILL BE GIVEN TO THE EXPERIMENTAL GROUPS. THREE PSYCHOLOGICAL INSTRUMENTS WILL BE ADMINISTERED TO MEASURE GENERAL ACADEMIC POTENTIAL. A MULTIPLE CORRELATION WILL BE RUN TO DISCOVER THE CLUSTER OF VARIABLES MOST HIGHLY PREDICTIVE OF READING SUCCESS, AND TRIED OUT WITH AN ADDITIONAL 60 ADULT CITY HARDCORE ILLITERATE SUBJECTS IN A VALIDATION STUDY), AND (3) DEVELOP AN INSTRUMENT FOR PREDICTING SUCCESS IN LEARNING TO READ. (MB)

EP 010 438 08
CONFERENCE ON PLANNING AND PROGRAMING OF VOCATIONAL EDUCATION.
INVESTIGATOR- CANNELL, ROGER S.
STANFORD RESEARCH INST., MENLO PARK, CALIF.
BUREAU NUMBER BR-6-1746 PROP DATE 66
GRANT OEG-4-6-061746-2070

DESCRIPTORS- *CONFERENCES, *EDUCATIONAL PLANNING, *PROGRAMING PROBLEMS, *SYSTEMS APPROACH, *VOCATIONAL EDUCATION, BUDGETS, CALIFORNIA, MENLO PARK, PROGRAM EVALUATION,

START DATE 06-27-66 END DATE 06-27-67

A CONFERENCE WILL BE CONDUCTED TO EXAMINE THE VARIOUS COMPONENTS OF A SYSTEMS PLANNING APPROACH TO VOCATIONAL AND TECHNICAL EDUCATION FOR YOUTH AND ADULTS. COMPONENTS TO BE EVALUATED ARE--(1) THE MAJOR OBJECTIVES OF OCCUPATIONAL LEGISLATION AS SET FORTH IN PERTINENT LEGISLATION, (2) THE PRIMARY PROGRAMS TO ACCOMPLISH THE OBJECTIVES AND THEIR RELATED PROGRAM GOALS, (3) THE ECONOMIC VALUE OF VOCATIONAL EDUCATION, INCLUDING PAPERS ON BENEFIT/COST STUDIES METHODOLOGY, (4) THE PROGRAMING OF VOCATIONAL EDUCATION WITH

A BALANCE OF COMPONENTS TO OPTIMIZE RESOURCE ALLOCATION TO MEET DESIRED ENDS, AND (5) THE MEASUREMENT AND EVALUATION OF PROGRAMS AND THE USE OF DATA PROCESSING TECHNIQUES, AS PART OF A CONTINUOUS FEEDBACK TO IMPROVE DECISION-MAKING AS TO THE BEST CHOICE AMONG ALTERNATIVE COURSES OF ACTION. TWENTY PARTICIPANTS WILL MEET IN GENERAL SESSIONS. SPECIALISTS PANELS WILL BE FORMED AS SUBGROUPS FOR STUDY OF SELECTED PROBLEMS TO REPORT TO THE GENERAL SESSION. PAPERS WILL BE WRITTEN AND SUBMITTED FOR CRITICAL REVIEW. THE MAJOR SUBJECTS WILL COVER (1) PLANNING, OBJECTIVES, PROGRAMS, AND GOALS, (2) PROGRAMING, (3) PROGRESS REPORTING AND EVALUATION, AND (4) THE COMPREHENSIVE SYSTEMS APPROACH. THE FINAL REPORT WILL STIMULATE OTHERS ENGAGED IN FEDERAL, STATE, AND LOCAL RELATED VOCATIONAL EDUCATION EFFORTS TO PURSUE COMMON GOALS IN A MORE COORDINATED AND COOPERATIVE MANNER. (HB)

EP 010 439 24
MEASURING CREATIVE SOCIAL INTELLIGENCE.
INVESTIGATOR- GUILFORD, J.P.
UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES
BUREAU NUMBER BR-6-1376 PROP DATE 66
GRANT OEG-4-6-061376-1792

DESCRIPTORS- *CREATIVE THINKING, *CREATIVITY RESEARCH, *INTELLIGENCE FACTORS, *INTELLIGENCE TESTS, *SOCIAL RELATIONS, CALIFORNIA, FACTOR ANALYSIS, GUILFORD'S STRUCTURE OF INTELLECT MODEL, LOS ANGELES, MEASUREMENT TECHNIQUES,

START DATE 06-30-66 END DATE 06-30-68

THE FACTORS OF DIVERGENT PRODUCTION IN SOCIAL RELATIONS WILL BE STUDIED. THE PROJECT WILL DEVELOP TESTS FOR USE ON BEHAVIOR PRODUCTS OF GUILFORD'S STRUCTURE-OF-INTELLECT MODEL. SUCCESSIVE PRETESTINGS WILL BE CONDUCTED FOR PROPER FUNCTIONING OF ALL TESTS. A BATTERY OF TESTS WILL BE ADMINISTERED TO APPROXIMATELY 300 HIGH SCHOOL AND COLLEGE STUDENTS WHICH WILL INCLUDE A NUMBER OF REFERENCE FACTORS FOR UNIQUE CHARACTERISTICS FOR IDENTIFICATION. (RS)

EP 010 440 08
THE DEVELOPMENT OF PROCEDURES FOR EVALUATING VOCATIONAL PILOT PROGRAMS.
INVESTIGATOR- TUCKMAN, BRUCE
RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J.
BUREAU NUMBER BR-6-0355 PROP DATE 66
GRANT OEG-1-7-060355-2039

DESCRIPTORS- *EVALUATION TECHNIQUES, *MATHEMATICAL MODELS, *OPERATIONS RESEARCH, *PROGRAM DEVELOPMENT, *VOCATIONAL EDUCATION, CURRICULUM EVALUATION, DEVELOPMENT, HUMAN RESOURCES, NEW BRUNSWICK, NEW JERSEY, PILOT PROJECTS,

START DATE 10-01-66 END DATE 07-30-67

THE OBJECTIVE IS TO DEVELOP AN EVALUATION MODEL FOR PILOT PROGRAMS, THAT IS, TO DEVISE A SEQUENCE OF DISCRETE STEPS OR OPERATIONS IN ORDER TO EVALUATE ANY PILOT PROGRAM OR CURRICULUM. THE MODEL WOULD REPRESENT A GENERAL STATEMENT OF HOW AN EVALUATION ENDEAVOR SHOULD PROCEED. PROCEDURES ARE (1) TO IDENTIFY THE SEQUENTIAL STEPS IN A GENERALIZED EVALUATION APPROACH, (2) TO USE THE MODEL DEVELOPED IN THE FIRST STEP TO EVALUATE TWO PILOT PROGRAMS CHOSEN FROM AMONG THOSE PRESENTLY IN OPERATION IN NEW JERSEY, AND (3) TO HOLD A CLINIC TO EXPLAIN THE MODEL AND ITS USE TO INTERESTED PERSONS IN VOCATIONAL EDUCATION. THE PROJECT WILL REQUIRE APPROXIMATELY 6 MONTHS--3 MONTHS FOR THE FIRST STEP, 2 MONTHS FOR THE SECOND, AND 1 MONTH FOR THE THIRD. (TC)

EP 010 441 24
CURRICULUM INNOVATION IN THE FIELDS OF HISTORY, SCIENCE, MUSIC, AND ART WITHIN A SINGLE INSTITUTE.
INVESTIGATOR- GRENNAN, SISTER J.
WEBSTER COLL., WEBSTERS GROVES, MO.
BUREAU NUMBER BR-6-1754 PROP DATE 66
CONTRACT OEC-3-7-061754-0196

DESCRIPTORS- *CORE CURRICULUM, *CURRICULUM DEVELOPMENT, *INNOVATION, *MATERIAL DEVELOPMENT, *TEACHER EDUCATION, ART, HISTORY, MISSOURI, MUSIC, SCIENCES, ST. LOUIS, WEBSTER INSTITUTE OF MATH, SCIENCE, AND THE ARTS (WIMSA),

START DATE 09-01-66 END DATE 12-31-67

CURRICULUM MATERIALS FOR THE ELEMENTARY SCHOOL LEVEL ARE TO BE DEVELOPED. THE PROJECT DESIGN PROVIDES FOR COLLABORATION BETWEEN THE TEACHER-INVESTIGATOR AND THE PRESERVICE TEACHER IN CURRICULUM DEVELOPMENT. THIS SITUATION WILL ALLOW FOR INTERDISCIPLINARY COOPERATION AND THE OPPORTUNITY TO TRY OUT NEW CURRICULUM UNITS. THE WEBSTER INSTITUTE OF MATH, SCIENCE, AND THE ARTS (WIMSA) WILL COORDINATE THESE ELEMENTS. THE DEVELOPMENT OF MATERIALS WILL INCLUDE SIX PROGRAMS--(1) PHYSICAL AND BIOLOGICAL SCIENCE, (2) BIOLOGY, (3) PHYSICS, (4) ART, (5) HISTORY, AND (6) MUSIC. (RS)

EP 010 442 08
CAREER DEVELOPMENT.
INVESTIGATOR- GRIBBONS, WARREN D.
REGIS COLLEGE, WESTON, MASS.
BUREAU NUMBER BR-6-2151 PROP DATE 66
GRANT OEG-1-7-062151-0471

DESCRIPTORS- *CAREERS, *GUIDANCE COUNSELING, *LONGITUDINAL STUDIES, *OCCUPATIONAL GUIDANCE, *SEX DIFFERENCES, CAREER CHOICE, CAREER PLANNING, COUNSELING, DEVELOPMENT, MASSACHUSETTS, OCCUPATIONAL CHOICE, WESTON.

START DATE 10-05-69 END DATE 12-04-72

AN INVESTIGATION OF CAREER DEVELOPMENT (N=111 YOUNG PEOPLE), WHICH BEGAN IN 1950, WILL BE CONTINUED IN ORDER TO TEST AND ADD TO EXISTING THEORIES OF OCCUPATIONAL CHOICE. THE THEORIES PROPOSE A PROCESS RUNNING THROUGH A SEQUENCE OF DEVELOPMENTAL STAGES WHICH CAN BEST BE EXAMINED IN A LONGITUDINAL STUDY. A FURTHER OBJECTIVE IS TO DETERMINE WHETHER THESE ARE SIGNIFICANT SEX DIFFERENCES IN CAREER SEQUENCES. AT 2-YEAR INTERVALS, PERSONAL INTERVIEWS WILL BE CONDUCTED WITH THE SAMPLE. AS IN PREVIOUS PHASES OF THE EARLIER STUDY (OEG-1221B), INTERVIEWS WILL BE ADAPTED TO THE PARTICULAR STAGE THROUGH WHICH THE SUBJECTS ARE PASSING. WHENEVER POSSIBLE THE RESPONSES WILL BE SCALED FOR STATISTICAL ANALYSIS TO DETERMINE THE RELATIONSHIP BETWEEN INFORMATION OBTAINED IN PREVIOUS INTERVIEWS AND OCCUPATIONS. ANALYSES WILL CONTINUE TO BE PERFORMED TO DETERMINE THE

EXTENT AND INFLUENCE OF SUCH VARIABLES AS SOCIOECONOMIC CLASS, PARENTS' EDUCATIONAL ACHIEVEMENT, VALUES, EARLY INTERESTS, AND ABILITIES. (JC)

EP 010 443 08
LEARNING LABORATORY TO TEACH BASIC SKILLS IN A CULTURALLY DEPRIVED AREA.
INVESTIGATOR- BORATA, NICHOLAS H.
DADE COUNTY PUBLIC SCHOOLS, MIAMI, FLA.
BUREAU NUMBER BR-5-0050 PROP DATE 10 MAR 65
CONTRACT OEC-5-85-073

DESCRIPTORS- *BASIC SKILLS, *CULTURALLY DISADVANTAGED, *EDUCATIONAL RETARDATION, *LEARNING LABORATORIES, *PREVOCATIONAL EDUCATION, ARITHMETIC, FLORIDA, GENERAL EDUCATION, GUIDANCE, HIGH SCHOOL STUDENTS, INSERVICE TEACHER EDUCATION, JOB TRAINING, LANGUAGE ARTS, MIAMI, REMEDIAL PROGRAMS, SKILL DEVELOPMENT, STUDENT EMPLOYMENT,

START DATE 05-01-65 END DATE 06-30-68

A LEARNING LABORATORY STAFFED BY A COORDINATOR AND TRAINED SPECIALISTS IN THE LANGUAGE ARTS, ARITHMETIC, AND GUIDANCE WILL BE ESTABLISHED TO PROVIDE (1) BASIC EDUCATION, INDIVIDUALLY AND IN GROUPS, FOR CULTURALLY DISADVANTAGED STUDENTS PREPARATORY TO ENTRANCE INTO VOCATIONAL TRAINING OR EMPLOYMENT, AND (2) INSERVICE TRAINING FOR TEACHERS WORKING WITH THESE STUDENTS. PARTICIPANTS IN THE PROGRAM WILL BE THOSE INDIVIDUALS WHO NEED TO IMPROVE BASIC SKILLS TO QUALIFY FOR ENTRANCE INTO VOCATIONAL PROGRAMS, OR WHO ARE RETARDED 2 OR MORE YEARS IN READING AND ARITHMETIC. THE LABORATORY WILL BE INPLEMENTED FOR A 3-YEAR PERIOD IN A HIGH SCHOOL SETTING AS AN ADJUNCT TO REGULAR ACADEMIC PROGRAMS OFFERED IN GRADES 10, 11, AND 12. THE OVERALL PROGRAM WILL BE ASSESSED IN TERMS OF CHANGES IN BASIC SKILLS COMPETENCE, VOCATIONAL APTITUDE, VOCATIONAL ASPIRATIONS, AND EMPLOYABILITY OF STUDENTS IN THE PROGRAM, AND WILL BE COMPARED WITH CONTROL GROUPS. THE INITIAL, EXPERIMENTAL SAMPLE WILL TOTAL APPROXIMATELY 270 STUDENTS. (JH)

EP 010 444 08
AN EXPERIMENTAL EVALUATION OF APPROACHES TO PREPARING HIGH SCHOOL STUDENTS FOR AGRICULTURAL OCCUPATIONS OTHER THAN FARMING.
INVESTIGATOR- COSTER, JOHN K.
UNIVERSITY OF NEBRASKA, LINCOLN
BUREAU NUMBER BR-5-0069 PROP DATE 16 DEC 64
CONTRACT OEC-5-85-020

DESCRIPTORS- *AGRICULTURE, *CURRICULUM RESEARCH, *FACTOR ANALYSIS, *VOCATIONAL EDUCATION, BIOLOGICAL SCIENCES, CURRICULUM EVALUATION, HIGH SCHOOL STUDENTS, LINCOLN, NEBRASKA, STUDENT SCHOOL RELATIONSHIP,

START DATE 03-01-65 END DATE 06-30-69

SELECTED TREATMENT, CLASSIFICATION FACTORS, AND INDICATED INTERACTIONS WILL BE INVESTIGATED AS THEY AFFECT THE PREPARATION OF HIGH SCHOOL STUDENTS FOR ENTRY INTO AGRICULTURAL OCCUPATIONS OTHER THAN FARMING. THE VOCATIONAL TRAINING TO BE PROVIDED WILL COVER ONE OR MORE AREAS OF PLANT SCIENCE, ANIMAL SCIENCE, SOIL SCIENCE, AGRICULTURAL BUSINESS MANAGEMENT AND MARKETING, AND/OR AGRICULTURAL MECHANICS. A SAMPLE OF 32 HIGH SCHOOLS OFFERING VOCATIONAL AGRICULTURE INSTRUCTION WILL BE SELECTED FOR THE STUDY EFFORT. (JH)

EP 010 445 08
PREPARATION OF THE DISADVANTAGED FOR VOCATIONAL TRAINING.
INVESTIGATOR- JEFFERY, C. RAY
WASHINGTON SCHOOL OF PSYCHIATRY, WASHINGTON, D. C.
BUREAU NUMBER BR-5-0143 PROP DATE 65
CONTRACT OEC-6-85-355

DESCRIPTORS- *DELINQUENT REHABILITATION, *DROPOUT REHABILITATION, *REHABILITATION PROGRAMS, *VOCATIONAL EDUCATION, *WORK STUDY PROGRAMS, ACADEMIC ENRICHMENT, BASIC SKILLS, BEHAVIOR DEVELOPMENT, BEHAVIOR PROBLEMS, DISADVANTAGED YOUTH, DISTRICT OF COLUMBIA, ENVIRONMENTAL INFLUENCES, GENERAL EDUCATION, REWARDS, SKILL DEVELOPMENT,

START DATE 09-01-65 END DATE 08-31-67

A COMBINATION WORK-STUDY REHABILITATION PROGRAM FOR HIGH SCHOOL DROPOUTS (16 TO 21 YEARS OF AGE) WITH A HISTORY OF BEHAVIORAL PROBLEMS AND DELINQUENCY WILL BE CONTINUED FROM AN INITIAL 1-YEAR EFFORT. THE PROGRAM OF BASIC EDUCATION WILL UTILIZE PROGRAMED INSTRUCTIONAL MATERIALS, FIELD TRIPS, LECTURES, AND TUTORING TO RAISE THE BASIC SKILLS OF THE SUBJECT POPULATION. EFFORTS WILL ALSO BE CONTINUED TO SHAPE AND STRENGTHEN SOCIAL BEHAVIOR THROUGH THE USE OF A REWARD SYSTEM. AN ENVIRONMENT ATTRACTIVE TO THE STUDENTS AND DESIGNED FOR THEIR SPECIAL NEEDS IS TO BE ESTABLISHED WHERE EACH STUDENT CAN RESPOND CORRECTLY AND THUS GAIN REWARDS. REWARDS WILL BE IMMEDIATE AND WILL INCLUDE SUCH INCENTIVES AS PAYMENT OF WAGES, CIGARETTES, FOOD, MONEY, TRIPS, AND ATHLETIC TICKETS. NEW TRAINEES WILL BE SELECTED FROM CULTURALLY DEPRIVED AREAS IN THE DISTRICT OF COLUMBIA. THEY WILL WORK ON WORK CREWS AND PARTICIPATE IN STUDIES FOR 1 YEAR AND THEN GO INTO A SECOND-YEAR PROGRAM OF MORE ADVANCED ACADEMIC TRAINING OR INTO VOCATIONAL TRAINING. THE PROGRAM WILL ACCOMMODATE APPROXIMATELY 30 ADDITIONAL STUDENTS DURING EACH YEAR OF ITS OPERATION. (JH)

EP 010 446 08
A COMPETENCY PATTERN APPROACH TO CURRICULUM CONSTRUCTION IN DISTRIBUTIVE TEACHER EDUCATION.
INVESTIGATOR- CRAWFORD, LUCY
VIRGINIA POLYTECHNIC INST., BLACKSBURG
BUREAU NUMBER BR-5-0166 PROP DATE 01 JUN 65
CONTRACT OEC-6-85-044

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *DISTRIBUTIVE EDUCATION, *INSTRUCTOR COORDINATORS, ABILITY, BLACKSBURG, EDUCATIONAL THEORIES, TASK PERFORMANCE, TEACHER EDUCATION, VIRGINIA,

START DATE 09-01-65 END DATE 12-30-67

A COMPETENCY PATTERN FOR THE JOB OF THE TEACHER-COORDINATOR IN DISTRIBUTIVE EDUCATION WILL BE CONSTRUCTED FOR ULTIMATELY DETERMINING THE LEARNING EXPERIENCE WHICH SHOULD BE INCLUDED IN AN EDUCATION PROGRAM FOR DISTRIBUTIVE TEACHERS. SPECIFIC TASKS OF THE PROJECT WILL BE TO (1) CONSTRUCT A THEORY OF DISTRIBUTIVE EDUCATION THAT

IS CONSISTENT WITH THE PURPOSES OF VOCATIONAL EDUCATION, (2) DETERMINE CRITICAL TASKS OF THE DISTRIBUTIVE EDUCATION TEACHER-COORDINATOR IN RELATION TO THEORY, AND (3) DETERMINE THE COMPETENCIES, BOTH PROFESSIONAL AND TECHNICAL, WHICH A TEACHER-COORDINATOR WOULD NEED TO PERFORM THESE CRITICAL TASKS. (JH)

EP 010 447 08
AN EXPERIENCE WITH THE LIFE AND WORK OF THE DISADVANTAGED FOR THE PRESERVICE EDUCATION OF HOME ECONOMICS TEACHERS.
INVESTIGATOR- EAST, MARJORIE
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
BUREAU NUMBER BR-3-0167 PROP DATE 01 JUN 65
CONTRACT OEC-6-85-060

DESCRIPTORS- *DISADVANTAGED YOUTH, *HOME ECONOMICS EDUCATION, *PRESERVICE EDUCATION, *STUDENT TEACHER RELATIONSHIP, *STUDENT TEACHERS, HOME MANAGEMENT, LOWER CLASS, PENNSYLVANIA, SELF ACTUALIZATION, SOCIAL ATTITUDES, UNIVERSITY PARK, VOCATIONAL COUNSELING,

START DATE 09-01-65 END DATE 08-31-67

PRESERVICE HOME ECONOMICS TEACHERS WILL PARTICIPATE IN A 12-WEEK PROGRAM IN WHICH TIME WILL BE SPENT LIVING AND WORKING IN A DISADVANTAGED SITUATION WITH HIGH SCHOOL-EDUCATED YOUTH. MOST OF THESE TEACHERS WILL BE WORKING IN VOCATIONAL PROGRAMS DESIGNED TO HELP YOUTH BECOME MORE ADEPT IN MANAGING HOMES AND JOBS. SOME OF THEM WILL BE INVOLVED DIRECTLY IN TRAINING YOUTH FOR GAINFUL EMPLOYMENT. ALL PARTICIPANTS WILL BE EXPECTED TO SHOW IMPROVEMENT IN THEIR ATTITUDES TOWARD PEOPLE DIFFERENT FROM THEMSELVES, SELF-ACTUALIZATION, AND OPEN-MINDEDNESS AS MEASURED BY SPECIFIC TESTS. (JH)

EP 010 448 24
RESEARCH PROGRAM ON INTELLECTUAL DEVELOPMENT.
INVESTIGATOR- BRUNER, JEROME S.
HARVARD UNIV., CAMBRIDGE, MASS.
BUREAU NUMBER BR-5-0232 PROP DATE 27 AUG 65
CONTRACT OEC-6-10-043

DESCRIPTORS- *COGNITIVE PROCESSES, *EDUCATIONAL RESEARCH, *EDUCATIONAL THEORIES, *INTELLECTUAL DEVELOPMENT, *THEORIES, CAMBRIDGE, CULTURAL DIFFERENCES, INSTRUCTION, MASSACHUSETTS, PERCEPTION, THOUGHT PROCESSES,

START DATE 07-01-65 END DATE 06-30-67

THE ONGOING ACTIVITIES OF THE CENTER FOR COGNITIVE STUDIES AT HARVARD UNIVERSITY WILL BE CONTINUED WITH A RESEARCH PROGRAM FOR THE FORMULATION OF A THEORY OF INTELLECTUAL DEVELOPMENT UPON WHICH A THEORY OF INSTRUCTION CAN BE BASED. THE PROGRAM WILL BE DIVIDED INTO THREE CATEGORIES--(1) BASIC RESEARCH ON THE DEVELOPMENT OF PERCEPTION, MEMORY, AND THOUGHT, (2) COLLOQUIUMS AND SEMINARS ON PROBLEMS OF PERCEPTION, MEMORY, AND THOUGHT, AND (3) EXPLORATORY RESEARCH TO PROMOTE CROSS-CULTURAL WORK IN INTELLECTUAL DEVELOPMENT. (JH)

EP 010 449 24
A STUDY OF SOME FACTORS FACILITATING AND INHIBITING THE ADOPTION AND DIFFUSION OF NEW CLASSROOM PRACTICES.
INVESTIGATOR- FOX, ROBERT S. AND OTHERS
UNIVERSITY OF MICHIGAN, ANN ARBOR
BUREAU NUMBER BR-5-0268 PROP DATE 30 DEC 63
CONTRACT OEC-5-10-241

DESCRIPTORS- *ADMINISTRATIVE POLICY, *CHANGING ATTITUDES, *EDUCATIONAL CHANGE, *ORGANIZATION, *SCHOOL ORGANIZATION, ADMINISTRATOR ROLE, ANN ARBOR, CLASSROOM TECHNIQUES, ECOLOGY, FACTOR ANALYSIS, INSTRUCTIONAL INNOVATION, MICHIGAN, PRINCIPALS, REGIONAL PROGRAMS, SCHOOL SYSTEMS, SOCIAL RELATIONS, SOCIAL STRUCTURE, TEACHER ATTITUDES, TEACHER ROLE, TEACHING TECHNIQUES,

START DATE 09-01-64 END DATE 08-31-67

THE FOCUS OF THIS PROJECT IS ON THE ORGANIZATIONAL RELATIONSHIPS WITHIN SCHOOLS AND THEIR RELATION TO THE ADOPTION AND DIFFUSION OF NEW CLASSROOM TEACHING PRACTICES. THE FIRST PHASE WILL BE TO COLLECT DATA FROM EXPERIMENTAL SITES (125 SCHOOLS IN 5 REGIONS OF MICHIGAN). THESE DATA WILL INCLUDE MATERIAL ON (1) SCHOOL SYSTEM CHARACTERISTICS, (2) SCHOOL ECOLOGY, (3) STAFF SOCIAL STRUCTURE AND RELATIONS, (4) PRINCIPAL ROLES AND ORIENTATIONS, AND (5) TEACHER ATTITUDES AND PRACTICES. FROM A REVIEW AND ANALYSIS OF THESE DATA, THE SITUATION AND CHANGE-POTENTIAL OF THE SCHOOLS IN THE SAMPLE WILL BE DESCRIBED. THE NEXT PHASE OF THE PROGRAM WILL INVOLVE EXPERIMENTATION WITH DIFFERENT ASPECTS OF THE TOTAL SCHOOL SITUATION IN AN ATTEMPT TO CHANGE AND IMPROVE UPON CURRENT STAFF RELATIONS, PRINCIPAL ROLE, AND TEACHING PRACTICES. FINALLY, A RESURVEY WILL BE UNDERTAKEN IN THE EXPERIMENTAL SCHOOLS TO ASCERTAIN THE EFFECT OF EXPERIMENTAL EFFORTS AND TO DISCOVER THEIR IMPACT ON THE DIFFUSION OF TEACHING INNOVATIONS. (JH)

EP 010 450 64
A DEMONSTRATION MODEL OF A MEANS TO DISSEMINATE ADVANCEMENTS IN INSTRUCTIONAL USES OF EDUCATIONAL MEDIA.
INVESTIGATOR- KONICK, MARCUS AND OTHERS
STATE DEPT. OF PUBLIC INSTRUCTION, HARRISBURG, PA.
BUREAU NUMBER BR-5-0271 PROP DATE 65
CONTRACT OEC-5-16-023

DESCRIPTORS- *INFORMATION DISSEMINATION, *MASS MEDIA, *MODELS, *PERIODICALS, AUDIOVISUAL AIDS, DEMONSTRATION PROJECTS, HARRISBURG, INSTRUCTIONAL AIDS, INSTRUCTIONAL INNOVATION, PENNSYLVANIA, REGIONAL PROGRAMS,

START DATE 05-01-65 END DATE 08-31-67

A MODEL WILL BRING NEWS OF EDUCATIONAL MEDIA INNOVATION INTO THE CLASSROOMS OF INDIVIDUAL TEACHERS. THE PROCEDURE WILL LARGELY CONSIST OF DEVELOPING AND DISSEMINATING A PERIODIC NEWSLETTER WHICH WILL REPORT RECENT AUDIOVISUAL RESEARCH FINDINGS AND REVIEW LOCAL USES OF EDUCATIONAL MEDIA AND METHODS. THE DISSEMINATIONAL EFFECTIVENESS OF THIS NEWSLETTER WILL BE FIELD-TESTED IN SEVERAL COUNTIES OF THE STATE OF PENNSYLVANIA. THE FINDINGS SHOULD BE GENERALLY USEFUL IN ORGANIZING OTHER REGIONAL DISSEMINATION EFFORTS. (JH)

EP 010 451 24
THE DEVELOPMENT OF AN EDUCATIONAL INFORMATION RETRIEVAL SYSTEM FOR THE STATE OF CALIFORNIA.
INVESTIGATOR- GROSSMAN, ALVIN
STATE DEPT. OF EDUCATION, SACRAMENTO, CALIF.
BUREAU NUMBER BR-5-0308
CONTRACT OEC-6-10-055

DESCRIPTORS- *EDUCATIONAL PROBLEMS, *INFORMATION SYSTEMS, *STATE PROGRAMS, *SYSTEMS ANALYSIS, *SYSTEMS DEVELOPMENT, CALIFORNIA, COOPERATIVE PROGRAMS, DATA PROCESSING, DEMONSTRATION PROJECTS, EDUCATIONAL RESEARCH, INFORMATION DISSEMINATION, INFORMATION RETRIEVAL, INFORMATION UTILIZATION, SACRAMENTO,

START DATE 08-01-65 END DATE 07-31-67

A TOTAL EDUCATION INFORMATION SYSTEM WILL BE DESIGNED FOR THE STATE OF CALIFORNIA, INCORPORATING DATA ELEMENTS ON PUPILS, INSTRUCTORS, INSTRUCTIONAL MATERIALS, INSTRUCTIONAL EQUIPMENT, AND BUSINESS STATISTICS. THE NATURE OF THE SYSTEM WILL BE BOTH DIAGNOSTIC AND PROGNOSTIC. THE PURPOSE WILL BE TO HELP IDENTIFY EDUCATIONAL PROBLEMS AS THEY DEVELOP, TO MAKE EDUCATORS AWARE OF THE EXISTENCE OF THE PROBLEMS, AND TO AID IN PROBLEM SOLUTION. PROCEDURAL STEPS WILL INCLUDE--(1) ESTABLISHING A REALISTIC TIME SCHEDULE, (2) DEFINING AND ANALYZING THE INFORMATION REQUIREMENTS OF ALL SUBSYSTEMS IN COOPERATION WITH LOCAL, STATE, AND NATIONAL ASSOCIATIONS AND AGENCIES, (3) DESIGNING EACH SUBSYSTEM, (4) DESIGNING THE TOTAL INTEGRATED SYSTEM, INCLUDING THE OPERATIONAL ASPECTS OF DATA INPUT/OUTPUT AND FILE UPDATING, (5) DEMONSTRATING THIS TOTAL SYSTEM IN TWO REGIONAL DATA PROCESSING CENTERS, (6) EVALUATING THE SUCCESS OF THE OPERATIONAL SYSTEM, (7) DOCUMENTING ALL PROCEDURES BY NATIONWIDE DISTRIBUTION, AND (8) DISSEMINATING INFORMATION ABOUT THE INFORMATION SYSTEM, INCLUDING ITS HARDWARE ASPECTS, TO INTERESTED GROUPS THROUGH SEMINARS, WRITINGS, AND MAJOR MEETING PRESENTATIONS. (JH)

EP 010 452 56
A CORRELATIONAL ANALYSIS OF THE EFFECTS OF LEARNER AND LINEAR PROGRAM CHARACTERISTICS.
INVESTIGATOR- SEIBERT, WARREN F.
PURDUE UNIV., LAFAYETTE, IND.
BUREAU NUMBER BR-5-0431 PROP DATE 31 AUG 64
GRANT OEG-7-24-0280-289

DESCRIPTORS- *LEARNING PROCESSES, *LINEAR PROGRAMING, *PROGRAMED INSTRUCTION, *SEQUENTIAL LEARNING, *STIMULUS BEHAVIOR, ABILITY GROUPING, CLOZE PROCEDURE, COLLEGE INSTRUCTION, COMPARATIVE TESTING, INDIANA, INSTRUCTIONAL AIDS, LAFAYETTE, PERSONALITY, PREDICTIVE MEASUREMENT, PROGRAMED MATERIALS, RETENTION, SEQUENTIAL PROGRAMS, TIME FACTORS (LEARNING),

START DATE 05-01-65 END DATE 06-30-67

CORRELATION PROCEDURES WILL BE APPLIED TO AN ANALYSIS OF RELATIONS AMONG MULTIPLE STIMULUS VARIABLES IN PROGRAMED INSTRUCTIONAL SEQUENCES, AND TO AN ANALYSIS OF THEIR CONTRIBUTIONS, SINGLY AND JOINTLY, TO THE PREDICTION OF OBSERVED INSTRUCTIONAL EFFECTS. IN ADDITION, DETERMINATIONS WILL BE MADE WITH RESPECT TO THE EXTENT TO WHICH PREDICTIONS OF OBSERVED INSTRUCTIONAL EFFECTS BASED ON COMBINATIONS OF STIMULUS VARIABLES DIFFER FOR LEARNER SUBGROUPS DEFINED BY DIFFERENT ABILITY AND PERSONALITY PROFILES. IMMEDIATE LEARNING EFFECTS AND SEVERAL STAGES OF RETENTION OF THESE EFFECTS WILL BE COMPARED IN TERMS OF PREDICTIONS MADE FROM STIMULUS CHARACTERISTICS FOR SPECIFIC LEARNER SUBGROUPS. PROGRAMED SEQUENCES WITH APPROXIMATELY 25 VARIABLE STIMULI (FOR EXAMPLE, NUMBER OF REVIEW FRAMES AND NUMBER OF AFFIXES PER 100 WORDS) WILL BE PRESENTED TO 100 SUBJECTS BY MACHINE. EXPOSURE TIME AND RESPONSE LATENCY MEASURES WILL BE DETERMINED FOR EACH SUBJECT AND EACH SEQUENCE. THESE SUBJECTS WILL BE DIVIDED INTO DIFFERENT GROUPS FOR COMPARATIVE TESTING AT SPECIFIC INTERVALS OF TIME. A CONTROL GROUP OF 50 SUBJECTS WILL RECEIVE NO PROGRAMED INSTRUCTION BUT INSTEAD RECEIVE CRITERION TESTS. ANOTHER 20 SUBJECTS WILL WORK THROUGH A MULTILATED TEXT VERSION OF THE PROGRAM TO PROVIDE "CLOZE" SCORES ASSOCIATED WITH EACH INSTRUCTIONAL SEQUENCE. ALL GROUPS WILL CONSIST OF COLLEGE UNDERGRADUATES FURTHER SUBDIVIDED ACCORDING TO VARIOUS ABILITY AND PERSONALITY FACTOR SCORES. MULTIPLE CORRELATIONAL AND FACTOR ANALYSES WILL THEN BE APPLIED TO THE RESULTING DATA. (JH)

EP 010 453 24
AN INVESTIGATION OF OBSERVER JUDGE RATINGS OF TEACHER COMPETENCE, PHASE TWO.
INVESTIGATOR- BROWN, BOB B.
UNIV. OF FLORIDA, COLL. OF EDUCATION, GAINESVILLE
BUREAU NUMBER BR-5-1073 PROP DATE 01 SEP 66
CONTRACT OEC-6-10-288

DESCRIPTORS- *CERTIFICATES (TEACHING), *PERFORMANCE FACTORS, *STUDENT TEACHERS, *TEACHER EVALUATION, CLASSROOM COMMUNICATION, CLASSROOM RESEARCH, EVALUATION TECHNIQUES, FLORIDA, GAINESVILLE, TEACHER SELECTION,

START DATE 11-17-65 END DATE 10-31-68

THE POTENTIAL USE OF CLASSROOM-PERFORMANCE JUDGMENTS OF COMPETENCE AS THE BASIS FOR TEACHER CERTIFICATION WILL BE FIELD-TESTED. THIS PROJECT WILL THUS DEMONSTRATE AN ALTERNATIVE TO CURRENT POLICIES AND PRACTICES WHICH BASE TEACHER CERTIFICATION ON THE COMPLETION OF SPECIFIED COURSE-CREDIT REQUIREMENTS. (OBSERVER-JUDGES WILL HAVE BEEN SELECTED AND TRAINED, AND RATING TECHNIQUES DEVELOPED AND APPROVED, BY THE TIME FIELD TESTS ARE IMPLEMENTED.) TEACHER CANDIDATES WILL BE OBSERVED AND JUDGED WITH RESPECT TO THEIR PRESERVICE CLASSROOM PERFORMANCES, AND CERTIFIED ACCORDINGLY. FOLLOWUP ACTIVITIES WILL THEN BE CONDUCTED TO EVALUATE THE TEACHERS' INSERVICE PERFORMANCES, AND COMPARISONS WILL BE MADE WITH PRESERVICE OBSERVATIONS/JUDGMENTS. (JH)

EP 010 454 08
VALIDATION OF COUNSELING--SELECTION DATA EVALUATION OF SUPPLEMENTARY PROGRAMS FOR VOCATIONAL SCHOOL STUDENTS.
INVESTIGATOR- PREDIGER, DALE
UNIVERSITY OF TOLEDO, RESEARCH FOUNDATION
BUREAU NUMBER BR-5-1169 PROP DATE 19 AUG 69
GRANT OEG-3-6-051169-0379

DESCRIPTORS- *COUNSELING SERVICES, *OCCUPATIONAL GUIDANCE, *PLACEMENT, *SELECTION, *VOCATIONAL COUNSELING, ACHIEVEMENT, APTITUDE, BEHAVIOR, GUIDANCE COUNSELING, GUIDANCE SERVICES,

INTERESTS, OHIO, PERRYSBURG, PERSONALITY, STUDENT CHARACTERISTICS, STUDENT PLACEMENT, TOLEDO, VOCATIONAL EDUCATION,

START DATE 01-27-66 END DATE 02-28-70

THE PRACTICAL CONCERNS OF THIS RESEARCH EFFORT WILL BE (1) TO PROVIDE OBJECTIVE AND VALIDATED DATA BY WHICH STUDENTS CAN BE HELPED TO SELECT AN APPROPRIATE VOCATIONAL PROGRAM AND (2) TO EVALUATE THE EFFECTIVENESS OF VARIOUS PROCEDURES FOR HELPING STUDENTS COMPLETE THE PROGRAMS THEY ENTER AND OBTAIN THE MAXIMUM BENEFIT FROM THEM. A COMPREHENSIVE BATTERY OF APTITUDE, ACHIEVEMENT, INTEREST, AND PERSONALITY MEASURES WILL BE USED IN THE IDENTIFICATION OF "ACTUAL" PERSONAL CHARACTERISTICS OF SUCCESSFUL STUDENTS IN A WIDE VARIETY OF VOCATIONAL TRAINING PROGRAMS. AS A BYPRODUCT OF THIS EFFORT, AN AUTOMATED PACKAGE FOR THE COLLECTION, VALIDATION-ANALYSIS, SUMMARY, AND DISTRIBUTION OF OBJECTIVE AND MEANINGFUL VOCATIONAL COUNSELING AND SELECTION DATA WILL BE DEVELOPED. THE SECOND PART OF THIS RESEARCH WILL CONSIST OF PROVIDING AND EVALUATING FOUR SUPPLEMENTARY PROGRAMS, CONSISTING OF PROGRESSIVELY MORE INTENSIVE COMBINATIONS OF GROUP COUNSELING AND BASIC SKILLS INSTRUCTION. CRITERIA OF EFFECTIVENESS, RANGING FROM OVERT BEHAVIORAL DATA THROUGH ACHIEVEMENT DATA TO RATINGS AND MEASURES OF ATTITUDE, WILL BE USED TO EVALUATE THESE PROGRAMS. EMPHASIS WILL BE PLACED ON STUDENTS WHO ARE SCHOLASTICALLY BELOW AVERAGE. (JH)

EP 010 455 08
DEVELOPMENT OF INSTRUMENTS TO MEASURE THE RELATION BETWEEN EXPECTATIONS OF OTHERS AND LEVELS OF EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS OF YOUTH.
INVESTIGATOR- HALLER, ARCHIBALD
UNIVERSITY OF WISCONSIN, MADISON
BUREAU NUMBER BR-5-1170 PROP DATE 27 MAY 65
GRANT OEG-3-6-051170-1992

DESCRIPTORS- *ASPIRATION, *INTERPERSONAL RELATIONSHIP, *MEASUREMENT INSTRUMENTS, *MOTIVATION TECHNIQUES, *SELF CONCEPT, ACADEMIC ASPIRATION, EDUCATIONAL ATTITUDES, IDENTIFICATION, MADISON, OCCUPATIONAL CHOICE, PREDICTION, QUESTIONNAIRES, WISCONSIN, WORK ATTITUDES, YOUTH PROBLEMS,

START DATE 06-22-66 END DATE 04-21-68

THE INFLUENCE OF OTHER PERSONS ON THE ASPIRATIONS OF YOUTH WILL BE INVESTIGATED. THE PURPOSE IS TO DETERMINE HOW TO USE SUCH INFLUENCE FOR MOTIVATING STUDENTS DURING THEIR LAST YEAR OF COMPULSORY EDUCATION TO (1) CONTINUE THEIR EDUCATION AND (2) ACHIEVE HIGHER IN THEIR CHOSEN OCCUPATION. A SMALL GROUP OF STUDENTS WILL BE INTERVIEWED INITIALLY TO (1) DETERMINE HOW TO IDENTIFY THE PERSONS ("SIGNIFICANT OTHERS") WHOM YOUTH BELIEVE TO BE IMPORTANT TO THEM AND (2) GAIN INSIGHT INTO WHAT YOUTH PERCEIVES TO BE THE VARIABLES DESCRIBING THE LEVELS OF EDUCATIONAL AND OCCUPATIONAL EXPECTATIONS THESE "OTHERS" HAVE FOR THEM. SOME OF THE "OTHERS" WILL BE INTERVIEWED, ALSO, TO DETERMINE HOW THEY ACTUALLY VIEW THEIR EXPECTATIONS FOR A PARTICULAR YOUTH. BASED ON THE INTERVIEW DATA AND OTHER AVAILABLE LITERATURE, QUESTIONNAIRE INSTRUMENTS WILL BE SELECTED OR DESIGNED TO (1) MEASURE LEVELS OF EDUCATIONAL AND OCCUPATIONAL ASPIRATION, (2) IDENTIFY "SIGNIFICANT OTHERS," (3) MEASURE ACTUAL EXPECTATIONS OF THE "OTHERS," AND (4) MEASURE PERCEPTIONS OF THE EXPECTATIONS OF "OTHERS" BY YOUTH. FOR THE FINAL RESEARCH ANALYSIS EFFORT, A SAMPLE OF APPROXIMATELY 150 YOUTHS IN THEIR LAST YEAR OF COMPULSORY EDUCATION WILL BE SELECTED FOR TESTING TO VALIDATE THE QUESTIONNAIRE INSTRUMENTS AND TO DETERMINE WITHIN BROAD LIMITS THE CORRELATIONS AMONG THE RESEARCH VARIABLES. (JH)

EP 010 456 08
VOCATIONAL AND TECHNICAL EDUCATION, RESEARCH COORDINATING UNIT FOR THE STATE OF WISCONSIN.
INVESTIGATOR- WHINFIELD, R.W.
STATE BOARD OF VOCATIONAL AND ADULT EDUCATION
BUREAU NUMBER BR-5-1216 PROP DATE 66
CONTRACT OEC-6-85-083

DESCRIPTORS- *CURRICULUM RESEARCH, *EDUCATIONAL RESEARCH, *RESOURCE UNITS, *STATE PROGRAMS, *VOCATIONAL EDUCATION, CURRICULUM DEVELOPMENT, INFORMATION DISSEMINATION, MADISON, OCCUPATIONAL INFORMATION, RESEARCH COMMITTEES, RESEARCH COORDINATING UNIT (RCU), WISCONSIN,

START DATE 02-01-66 END DATE 06-30-68

A RESEARCH AND DEVELOPMENT COORDINATING UNIT WILL BE ESTABLISHED IN THE WISCONSIN STATE BOARD OF VOCATIONAL AND ADULT EDUCATION TO CONDUCT EFFECTIVE RESEARCH PROJECTS IN THE AREAS OF (1) OCCUPATIONAL AND NEEDS STUDIES AND (2) CURRICULUM RESEARCH AND DEVELOPMENT. THIS RESEARCH WORK WILL BE COORDINATED WITH THAT OF OTHER INDIVIDUALS AND GROUPS THROUGHOUT THE STATE OF WISCONSIN. CONSTANT EVALUATION WILL BE MADE OF THE QUALITY AND QUANTITY OF RESEARCH PRODUCED, THE PUBLICATIONS WHICH RESULT, AND THE EFFECTS UPON VOCATIONAL EDUCATION PROGRAMS WITHIN THE STATE. (JH)

EP 010 457 48
IMMIGRATION, EDUCATION, AND SOCIAL CHANGE AMONG EASTERN AND SOUTHERN EUROPEANS IN THEIR HOMELANDS AND IN THE UNITED STATES, 1890-1940.
INVESTIGATOR- SMITH, TIMOTHY L.
UNIVERSITY OF MINNESOTA, MINNEAPOLIS
BUREAU NUMBER BR-6-1371 PROP DATE 01 SEP 65
CONTRACT OEC-3-7-061371-0423

DESCRIPTORS- *EDUCATIONAL ATTITUDES, *HISTORY, *INDUSTRIALIZATION, *MIGRATION PATTERNS, *MOBILITY, FOREIGN COUNTRIES, HISTORICAL REVIEWS, INDUSTRY, MIGRANTS, MIGRATION, MINNEAPOLIS, MINNESOTA, SOCIAL MOBILITY,

START DATE 09-26-66 END DATE 09-30-69

THE CENTRAL PROBLEM OF THIS 3-YEAR STUDY IS TO DISCOVER THE WAYS IN WHICH EDUCATIONAL ASPIRATION OPERATED IN HELPING IMMIGRANTS, INDIVIDUALLY AND IN GROUPS, ADJUST TO THE DEMANDS OF AN INDUSTRIAL SOCIETY. IN PARTICULAR, THE EDUCATIONAL AWAKENING AMONG YUGOSLAVS, UKRAINIANS, SLOVAKS, GREEKS, SOUTHERN ITALIANS, AND HUNGARIANS, IN THEIR HOMELANDS AND IN THE UNITED STATES, DURING THE YEARS 1890 TO 1940, WILL BE ANALYZED. VARIOUS FACTORS WHICH AFFECTED THE EFFICIENCY OF EDUCATION IN CHANGING SOCIAL ATTITUDES, PERSONALITY STRUCTURES, AND SOCIAL MOBILITY WILL BE IDENTIFIED. THE PROCEDURES WILL BE CHIEFLY HISTORICAL AND SOCIOLOGICAL.

ANALYSES WILL BE MADE OF LITERARY, PERSONAL, DEMOGRAPHIC, AND ARCHIVAL SOURCES FOR EVIDENCES OF RELATIONSHIPS BETWEEN MIGRATION, EDUCATION, ACCULTURATION, AND SOCIAL MOBILITY. RESULTS SHOULD MAKE POSSIBLE BETTER UNDERSTANDING AND MORE INTELLIGENT PLANNING OF THE TASKS OF EDUCATION AMONG TODAY'S DISADVANTAGED BUT MOBILE POPULATION. (JC)

EP 010 458 24
EDUCATIONAL DEPRIVATION IN YOUNG CHILDREN--ANALYSIS AND PROGRAM DEVELOPMENT.
INVESTIGATOR- GRAY, SUSAN
GEORGE PEABODY COLLEGE FOR TEACHERS, NASHVILLE
BUREAU NUMBER BR-6-1421 PROP DATE 29 JUN 66
CONTRACT OEC-6-10-193

DESCRIPTORS- *CULTURALLY DISADVANTAGED, *DISADVANTAGED ENVIRONMENT, *EXPERIMENTAL PROGRAMS, *PARENT CHILD RELATIONSHIP, *PRESCHOOL CHILDREN, COMPARATIVE ANALYSIS, DARCEE, EDUCATIONAL PROGRAMS, LEARNING READINESS, LONGITUDINAL STUDIES, NASHVILLE, NEGRO EDUCATION, PARENT PARTICIPATION, TENNESSEE,

START DATE 11-01-65 END DATE 10-31-67

ACTIVITIES TO IMPROVE THE QUALITY OF EDUCATIONAL PROGRAMS FOR ENVIRONMENTALLY DEPRIVED CHILDREN WILL BE EXTENDED AT THE DEMONSTRATION AND RESEARCH CENTER FOR EARLY EDUCATION (DARCEE) OF PEABODY COLLEGE. ONE OF THE MAJOR ACTIVITIES WILL INVOLVE CONTINUING LONGITUDINAL INTERVENTION TREATMENTS WITH 80 MOTHER-CHILD PAIRS. THE MOTHERS WILL BE INSTRUCTED IN CHILD-REARING SKILLS AND WILL PARTICIPATE IN TASKS TO IMPROVE COGNITIVE, SOCIAL, AND EMOTIONAL FUNCTIONING. ACTIVITIES FOR CHILDREN WILL BE DIRECTED TOWARD IMPROVING APTITUDE AND ATTITUDES FOR ACADEMIC ACHIEVEMENT. PROCESS VARIABLES UNDER STUDY WILL INCLUDE (1) THE HOME ENVIRONMENT, (2) LANGUAGE MATURITY, (3) COGNITIVE PROCESSES, (4) INTELLECTUAL FUNCTIONING, AND (5) MOTHER-CHILD INTERACTIONS. NEW SUPPORTIVE RESEARCH WILL INCLUDE AN ECOLOGICAL STUDY OF REINFORCEMENT PATTERNS IN THE HOMES OF URBAN AND RURAL DISADVANTAGED CHILDREN. OTHER STUDIES WILL CONCENTRATE ON DEVELOPING THE LEARNING PERFORMANCES AND PERSONALITY CHARACTERISTICS OF NEGRO CHILDREN FROM DEPRIVED HOME ENVIRONMENTS. (JH)

EP 010 459 24
LABORATORIES AS AN APPROACH TO THE TEACHING OF POLITICAL SCIENCE.
INVESTIGATOR- KRISLOV, SAMUEL
UNIVERSITY OF MINNESOTA, MINNEAPOLIS
BUREAU NUMBER BR-6-1513 PROP DATE 66
GRANT OEG-3-7-061513-0058

DESCRIPTORS- *COURSE ORGANIZATION, *EDUCATIONAL PROGRAMS, *INSTRUCTIONAL MATERIALS, *LEARNING LABORATORIES, *POLITICAL SCIENCE, GRADUATE STUDY, MANUALS, MATERIAL DEVELOPMENT, MINNEAPOLIS, MINNESOTA, PROGRAM PLANNING,

START DATE 08-01-66 END DATE 01-31-68

POLITICAL SCIENCE LABORATORIES WILL BE DEVELOPED IN CONJUNCTION WITH REGULAR SUBJECT-MATTER COURSES TAUGHT AT THE UNIVERSITY OF MINNESOTA. THEY WILL COMPLEMENT COURSES ON VOTING BEHAVIOR, POLITICALLY ORIENTED SOCIAL AND ECONOMIC BEHAVIOR, LEGISLATIVE AND JUDICIAL BEHAVIOR, COMMUNITY STUDIES, AND INTERNATIONAL RELATIONS. DIRECT EXPERIENCE WITH THE METHODS, TECHNIQUES, AND PROBLEMS OF CONTEMPORARY POLITICAL SCIENCE WILL BE PROVIDED STUDENTS IN THE LABORATORIES. DEVELOPMENT PROCEDURES WILL REQUIRE NO SPECIAL FACILITIES. REGULAR CLASSROOMS AND A MINIMUM OF COMPUTATIONAL AIDS WILL BE USED. (JH)

EP 010 460 64
THE USE OF CONTINGENCY MANAGEMENT FOR REMEDIAL INSTRUCTION OF LOW-ACHIEVING ADOLESCENTS.
INVESTIGATOR- HOMME, LLOYD E.
WESTINGHOUSE MANAGEMENT SERVICE, WASHINGTON, D. C.
BUREAU NUMBER BR-6-1530 PROP DATE NOV 65
CONTRACT OEC-2-6-061530-1934

DESCRIPTORS- *BEHAVIOR DEVELOPMENT, *EDUCATIONAL STRATEGIES, *INTERESTS, *MOTIVATION TECHNIQUES, *STUDENT MOTIVATION, ADOLESCENTS, ALBUQUERQUE, DISTRICT OF COLUMBIA, INTEREST RESEARCH, LEARNING ACTIVITIES, LEARNING MOTIVATION, LOW ACHIEVERS, NEW MEXICO, REMEDIAL INSTRUCTION,

START DATE 06-30-66 END DATE 10-31-67

THE VALUE OF THE CONTINGENCY MANAGEMENT SYSTEM IN MOTIVATING STUDENTS TO LEARN WILL BE DEMONSTRATED. (THE SYSTEM OF CONTINGENCY MANAGEMENT PROVIDES FOR POSITIVE CONSEQUENCES IN LEARNING ACTIVITIES. IT COMBINES BOTH INSTRUCTIONAL AND MOTIVATIONAL PRINCIPLES.) QUALIFIED TEACHERS WILL BE TRAINED IN CONTINGENCY MANAGEMENT AND THEN IMPLEMENT WHAT THEY HAVE LEARNED WITH A DEMONSTRATION STUDENT POPULATION. WHILE THESE EFFORTS ARE UNDERWAY, ADDITIONAL RESEARCH WILL BE SOUGHT TO (1) REFINE THE ADMINISTRATIVE TECHNIQUES OF THE SYSTEM, (2) PREPARE A MANUAL ON THE USE OF THE SYSTEM, AND (3) REFINE THE SYSTEM ITSELF. (JH)

EP 010 461 24
UNDERGRADUATE PROGRAM FOR RESEARCH TRAINING IN EDUCATIONAL ADMINISTRATION.
INVESTIGATOR- GOLDHAMMER, KEITH
UNIVERSITY OF OREGON, EUGENE
BUREAU NUMBER BR-6-1563 PROP DATE 66
GRANT OEG-4-6-061563-0604

DESCRIPTORS- *ADMINISTRATIVE ORGANIZATION, *COLLEGE STUDENTS, *EDUCATIONAL PROGRAMS, *EDUCATIONAL RESEARCH, *SUMMER PROGRAMS, BEHAVIORAL SCIENCE RESEARCH, EDUCATIONAL ADMINISTRATION, EUGENE, OREGON, RESEARCH METHODOLOGY, TRAINING,

START DATE 06-01-66 END DATE 09-30-67

A TRAINING PROGRAM IS PROPOSED FOR UNDERGRADUATE STUDENTS IN EDUCATIONAL RESEARCH AND ADMINISTRATION. THE 8-WEEK PROGRAM WILL CONTINUE FOR TWO SUMMERS. APPROXIMATELY 115 STUDENTS WHO HAVE EXPRESSED INTEREST IN GRADUATE PROGRAMS IN EITHER EDUCATION OR ONE OF THE FIELDS OF THE BEHAVIORAL SCIENCES WILL PARTICIPATE DURING THE TOTAL PERIOD OF THE PROGRAM. THE ACTIVITIES WILL CONSIST OF OBSERVATION, SEMINARS, INVOLVEMENT AS MEMBERS OF A RESEARCH TEAM UNDER A SENIOR RESEARCHER, AND COUNSELING. THE PURPOSES OF THE

PROGRAM ARE TO INTEREST THE STUDENTS IN CAREERS IN RESEARCH USING EDUCATIONAL ADMINISTRATION AS THEIR FIELD OF INVESTIGATION, AND TO DEVELOP A POOL OF UNDERGRADUATE STUDENTS FROM WHICH SELECTION CAN BE MADE FOR GRADUATE RESEARCH PROGRAMS. (RS)

EP 010 462 24
RESPONSE TO VARYING LEVELS OF CONDITIONING REWARDS.
INVESTIGATOR- SILVERMAN, ROBERT E.
NEW YORK UNIV.
BUREAU NUMBER BR-6-1625 PROP DATE 21 APR 66
GRANT OEG-1-7-061625-0187

DESCRIPTORS- *POSITIVE REINFORCEMENT, *REINFORCERS, *REWARDS, *TEACHING CONDITIONS, CHILDREN, FEEDBACK, NEW YORK, NEW YORK CITY, REINFORCEMENT,

START DATE 09-01-66 END DATE 08-31-68

THE MEANS OF ESTABLISHING AND STRENGTHENING CERTAIN POSITIVE REINFORCERS THAT MAY BE USED IN TEACHING SITUATIONS WILL BE STUDIED. HYPOTHESES BASED ON THE PRINCIPLES OF CONDITIONED REINFORCEMENT AND ON THE ASSUMPTION THAT THERE IS A HIERARCHICAL ORDER OF REINFORCEMENT WILL BE TESTED. CHILDREN FROM 5 TO 6 1/2 YEARS OF AGE WHO ARE RESPONSIVE TO PARTICULAR REINFORCERS WILL TAKE PART IN TWO EXPERIMENTAL SESSIONS TO DETERMINE WHO ARE CONDITIONED TO APPROVAL AND WHO ARE CONDITIONED TO CONFIRMATION. EACH GROUP WILL THEN BE TESTED TO ESTABLISH THE EFFECTIVENESS OF NEWLY DETERMINED REINFORCERS. THEN THOSE CHILDREN WHO HAVE BEEN CONDITIONED TO USE SELF-REINFORCEMENT WILL BE TESTED BY OBSERVING HOW WELL THEY LEARN FROM A PROGRAMED SELF-INSTRUCTIONAL LESSON. RESULTS OF THIS STUDY, HOPEFULLY, WILL ADD TO THE UNDERSTANDING OF THE PROBLEMS INVOLVED IN THE TEACHING AND THE DESIGN OF TEACHING MATERIALS BY IDENTIFYING APPROPRIATE REINFORCERS. (GD)

EP 010 463 08
FACTORS INVOLVED IN THE DECISION TO MIGRATE AND THE IMPACT OF MIGRATION UPON THE INDIVIDUAL AND THE SENDER AND RECEIVER COMMUNITY.
INVESTIGATOR- HAUSKEN, CHESTER A.
UNIVERSITY OF NORTH DAKOTA, GRAND FORKS
BUREAU NUMBER BR-6-1663 PROP DATE 30 NOV 65
GRANT OEG-3-7-061663-0399

DESCRIPTORS- *ADJUSTMENT (TO ENVIRONMENT), *GROUP BEHAVIOR, *MIGRANT PROBLEMS, *MIGRANTS, COMMUNITY ATTITUDES, GRAND FORKS, MIGRANT EMPLOYMENT, NORTH DAKOTA, QUESTIONNAIRES,

START DATE 09-26-66 END DATE 10-31-67

DATA ON PROBLEMS ASSOCIATED WITH MIGRATION WILL BE COLLECTED AND STUDIED. THE PROJECT WILL INVESTIGATE (1) THE FACTORS INVOLVED IN THE DECISION TO MIGRATE, (2) THE CHARACTERISTICS OF THE MIGRANT, AND (3) THE ATTENDANT CONSEQUENCES OF THIS MIGRATION ON THE INDIVIDUAL, THE OLD COMMUNITY, AND THE NEW COMMUNITY. AFTER DATA-COLLECTING PROCEDURES HAVE BEEN DECIDED UPON, INTERVIEWERS WILL BE TRAINED, NAMES AND ADDRESSES WILL BE COLLECTED, AND QUESTIONNAIRES WILL BE MAILED. EMPHASIS WILL BE ON A DESCRIPTION OF THE MIGRANT SITUATION IN NORTH DAKOTA AND THE POSSIBLE APPLICATION OF THE RESULTS OF THE ANALYSIS TO VOCATIONAL AND TECHNICAL EDUCATION. (GD)

EP 010 464 08
A RESEARCH PROGRAM IN ADULT AGE DIFFERENCES IN PERFORMANCES AND LEARNING--BACKGROUND FOR ADULT EDUCATION AND VOCATIONAL RETRAINING.
INVESTIGATOR- KUHLEN, RAYMOND G. GARDNER, ERIC F.
SYRACUSE UNIV., RESEARCH INST., N. Y.
BUREAU NUMBER BR-6-1963 PROP DATE 10 JAN 66
GRANT OEG-1-7-061963-0149

DESCRIPTORS- *ADULT EDUCATION PROGRAMS, *ADULT STUDENTS, *AGE DIFFERENCES, *COGNITIVE MEASUREMENT, *PERSONALITY ASSESSMENT, *TASK PERFORMANCE, BACKGROUND, COGNITIVE ABILITY, LEARNING PROCESSES, NEW YORK, RESEARCH PROJECTS, SYRACUSE,

START DATE 08-10-66 END DATE 08-09-71

THIS 5-YEAR PROGRAM OF RESEARCH IN ADULT EDUCATION WILL ATTEMPT (1) TO DETERMINE AGE DIFFERENCES IN COGNITIVE ABILITIES, AND (2) TO INVESTIGATE EXPERIMENTALLY THE INTERACTION OF THESE VARIABLES WITH THE AGE OF THE STUDENT IN DETERMINING LEARNING AND PERFORMANCE. PART ONE OF THE STUDY WILL BE DEVISED TO ELICIT DESCRIPTIONS OF THE TYPES OF COGNITIVE TASKS THAT ADULTS OF DIFFERENT AGES FACE AND THE TYPES OF COGNITIVE ASSETS AND LIABILITIES THAT THE INDIVIDUAL BELIEVES HE BRINGS TO PARTICULAR TASKS. PART TWO WILL STUDY THE EFFECTS UPON ADULT LEARNING OF SUCH PERSONAL VARIABLES AS ANXIETY, ATTITUDES, AND LEARNING SETS. A SERIES OF INVESTIGATIONS WILL UTILIZE EITHER A FAVORABLE TREATMENT CONDITION (NONSTRESS) OR AN UNFAVORABLE TREATMENT CONDITION (STRESS) DESIGN. THESE STUDIES SHOULD PROVIDE INFORMATION REGARDING ADULT AGE TRENDS IN, AND THE SIGNIFICANCE OF, VARIOUS PERSONALITY AND COGNITIVE VARIABLES. (GD)

EP 010 465 36
SURVEY OF IN-SCHOOL CLOSED-CIRCUIT TELEVISION AND INSTRUCTIONAL TELEVISION FIXED SERVICES.
INVESTIGATOR- WIGREN, HAROLD E.
NATIONAL EDUCATION ASSN., WASHINGTON, D. C.
BUREAU NUMBER BR-6-2026 PROP DATE 24 JAN 66
GRANT OEG-2-6-062026-1736

DESCRIPTORS- *CATALOGS, *CLOSED CIRCUIT TELEVISION, *EDUCATIONAL TELEVISION, *INSTRUCTIONAL TELEVISION, *SCHOOL SYSTEMS, DISTRICT OF COLUMBIA, INDEXES (LOCATORS), INSTRUCTIONAL TELEVISION FIXED SERVICE (ITFS), QUESTIONNAIRES, TELEVISION CURRICULUM, TELEVISION RESEARCH,

START DATE 06-10-66 END DATE 07-20-67

A DIRECTORY WILL BE COMPILED OF AMERICAN EDUCATIONAL INSTITUTIONS WHICH UTILIZE CLOSED-CIRCUIT TELEVISION OR INSTRUCTIONAL TELEVISION FIXED SERVICE IN THEIR INSTRUCTIONAL PROGRAMS. A QUESTIONNAIRE WILL BE SENT TO THE 12,000 LARGEST SCHOOL SYSTEMS IN THE NATION. THE DATA TO BE GATHERED WILL INCLUDE (1) TRANSMISSION, PRODUCTION, AND TELEVIEWING FACILITIES, (2) COURSES BEING PRESENTED, (3) SOURCES OF PROGRAMING, (4) NUMBERS OF STUDENTS AND TEACHERS INVOLVED, AND (5) PATTERNS OF UTILIZATION. THE DATA WILL BE ANALYZED TO DETERMINE PRESENT PATTERNS OF UTILIZATION AND POSSIBLE FUTURE

TRENDS FOR GROWTH AND CHANGE IN THIS FIELD. (GD)

EP 010 466 24
A COMMUNICATION STUDY OF THE AMERICAN SCHOOL SYSTEM.
INVESTIGATOR- OFFENBERG, M.
XEROX CORP., ROCHESTER, N. Y.
BUREAU NUMBER BR-6-2180 PROP DATE 10 FEB 66
CONTRACT OEC-1-7-062180-0404

DESCRIPTORS- *NATIONAL SURVEYS, *PUBLIC SCHOOLS, *SCHOOL ADMINISTRATION, *SCHOOL POLICY, *SCHOOL SYSTEMS, INFORMATION DISSEMINATION, NEW YORK, NEW YORK CITY, SCHOOL ORGANIZATION,

START DATE 09-26-66 END DATE 06-26-67

THE PROCESSES BY WHICH AMERICAN SCHOOL SYSTEMS OBTAIN, DIGEST, AND DISSEMINATE INFORMATION, ALLOCATE RESOURCES, MAKE PLANS, AND ARRIVE AT DECISIONS WILL BE CANVASSED AND EVALUATED. THE FOCUS OF ATTENTION WILL BE ON PUBLIC SCHOOLS, GRADES K-12. A SURVEY MODEL WILL BE CONSTRUCTED TO PROVIDE A CONTINUING REVIEW AND ANALYSIS OF COMMUNICATION PATTERNS IN AMERICAN EDUCATION FOR USE BY POLICY MAKERS AT ALL LEVELS. IN ADDITION TO A SURVEY MODEL, A TENTATIVE SET OF FOUR PREDICTIVE TRADE-OFF MODELS THAT EMPHASIZE POSSIBLE PROGRAM PLANNING, BUDGETING, AND EFFECTIVE ANALYSIS METHODOLOGIES WILL BE PRODUCED. (GD)

EP 010 467 24
APPLICATION OF ELECTRONIC COMPUTER TECHNIQUES TO RACIAL INTEGRATION IN SCHOOL SYSTEMS.
INVESTIGATOR- BARTON, ALLEN H.
COLUMBIA UNIV., NEW YORK
BUREAU NUMBER BR-6-2271 PROP DATE 27 MAY 66
CONTRACT OEC-1-7-062271-0231

DESCRIPTORS- *COMPUTER PROGRAMS, *DATA PROCESSING, *PROGRAMING, *RACIALLY BALANCED SCHOOLS, *SCHOOL INTEGRATION, CENSUS FIGURES, DATA COLLECTION, ELEMENTARY EDUCATION, MATHEMATICAL APPLICATIONS, NEW YORK, NEW YORK CITY, PROGRAM PLANNING,

START DATE 09-01-66 END DATE 08-31-67

A COMPUTERIZED PROGRAM IS PLANNED TO ASSIGN STUDENTS TO RACIALLY IMBALANCED SCHOOLS. THE LOGISTICAL INPUT OF THE "ASSIGNMENT-GENERATOR" WILL INCLUDE (1) DATA ON PUPIL DISTRIBUTION BY RACE, (2) LOCATION AND CAPACITY OF SCHOOLS, (3) TRANSPORTATION AVAILABLE, AND (4) RACIAL COMPOSITION DESIRED. THESE DATA WILL BE COMPILED AND TESTED WITH 1960 STATISTICS FROM THE BUREAU OF THE CENSUS. OPERATING INSTRUCTIONS WILL BE PREPARED AND DOCUMENTED FOR USE BY SCHOOL ADMINISTRATORS. (RS)

EP 010 468 24
A STUDY OF FACTORS RELATED TO ENROLLMENT IN ADULT EDUCATION PROGRAMS.
INVESTIGATOR- DICKERMAN, WATSON
UNIVERSITY OF CALIFORNIA, LOS ANGELES CAMPUS
BUREAU NUMBER BR-6-2308 PROP DATE 66
GRANT OEG-4-7-062308-0275

DESCRIPTORS- *ACADEMIC ASPIRATION, *ADULT EDUCATION, *ADULT STUDENTS, *PEER GROUPS, *STUDENT MOTIVATION, CALIFORNIA, LOS ANGELES, MOTIVATION, POSITIVE REINFORCEMENT, QUESTIONNAIRES, SOCIOECONOMIC STATUS,

START DATE 09-15-66 END DATE 06-15-67

THE PROPOSED RESEARCH WILL TEST THE UTILITY OF REFERENCE GROUP CONCEPTS IN THE ANALYSIS OF ADULT EDUCATION ENROLLMENT. TO AID IN THE UNDERSTANDING OF ADULT ENROLLMENT, A QUESTIONNAIRE WILL BE ADMINISTERED TO A SAMPLE OF ADULT EDUCATION STUDENTS. THE QUESTIONNAIRE WILL CONTAIN ITEMS RELATING TO THE SUPPORT WHICH THE STUDENT RECEIVES FROM HIS MEMBERSHIP GROUP AND TO THE EQUIVALENCY BETWEEN HIS ADULT EDUCATION VALUES AND NORMS AND THE ADULT EDUCATION VALUES AND NORMS OF HIS MEMBERSHIP GROUP. THE UTILIZATION OF THESE REFERENCE GROUP CONCEPTS IN THE ANALYSIS OF ADULT EDUCATION ENROLLMENT MAY PROVIDE NEW INSIGHTS INTO THE REASONS FOR SES (SOCIOECONOMIC STATUS BASED UPON EDUCATION, OCCUPATION, AND INCOME) ENROLLMENT DIFFERENTIALS. (GD)

EP 010 469 48
COMPILATION AND PUBLICATION OF INTERMEDIATE FINNISH READER.
INVESTIGATOR- KOSKI, AUGUSTUS A. BELL, AILI R.
FOREIGN SERVICE INST., WASHINGTON D. C.
BUREAU NUMBER BR-6-2342 PROP DATE 06 FEB 66
CONTRACT OEC-2-7-002342-2012

DESCRIPTORS- *FINNISH, *LANGUAGE INSTRUCTION, *TEXTBOOK PREPARATION, *TEXTBOOKS, DISTRICT OF COLUMBIA, LANGUAGE FLUENCY, LANGUAGE PROGRAMS, TAPE RECORDINGS,

START DATE 10-01-66 END DATE 09-30-67

ABOUT 50 READING PASSAGES IN THE FINNISH LANGUAGE WILL BE SELECTED TO COMPRISE A GRADED TEXTBOOK DESIGNED TO DEVELOP THE AMERICAN STUDENT'S FACILITY WITH THE FINNISH LANGUAGE. IN ADDITION TO THE READING SELECTIONS, THE BOOK WILL CONTAIN NOTES ON VOCABULARY, STRUCTURE, AND CULTURAL ITEMS ENCOUNTERED IN EACH OF THE READING PASSAGES. THE NOTES WILL BE FOLLOWED BY APPROPRIATE DRILLS. AS A COMPLEMENT TO THE TEXTBOOK, TAPE RECORDINGS OF THE READING SELECTIONS AND SELECTED DRILLS VOICED BY A NATIVE SPEAKER WILL BE PREPARED. (GD)

EP 010 470 24
PROGRAMMATIC SUPPORT FOR THE DEVELOPMENT OF RESEARCH CAPACITY.
INVESTIGATOR- KERSH, BERT
STATE SYS.OF HIGH.EDUC.TEACH.RES.DIV.,MONMOUTH,ORE.
BUREAU NUMBER BR-6-2678 PROP DATE 31 MAR 66
CONTRACT OEC-4-6-062678-2128

DESCRIPTORS- *COLLEGE FACULTY, *COLLEGE PROGRAMS, *COOPERATIVE PROGRAMS, *EDUCATIONAL RESEARCH, *RESEARCH, ADMINISTRATION, ADMINISTRATIVE ORGANIZATION, ADMINISTRATIVE PERSONNEL, COLLEGE COOPERATION, FACULTY, MONMOUTH, OREGON, RESEARCH SKILLS,

START DATE 06-29-66 END DATE 06-28-69

THE PROBLEM OF THIS RESEARCH IS TO DEVELOP THE POTENTIAL FOR EDUCATIONAL RESEARCH AT FIVE OF THE SEVEN INSTITUTIONS

COMPRISING OREGON'S STATE SYSTEM OF HIGHER EDUCATION AND TO STIMULATE RESEARCH LEARNING DIRECTLY ON THE IMPROVEMENT OF UNDERGRADUATE INSTRUCTION. RESEARCH OBJECTIVES ARE (1) TO EXPOSE THE FACULTY AND ADMINISTRATORS TO BOTH THE SKILLS AND KNOWLEDGE FUNDAMENTAL TO PRODUCING GOOD RESEARCH AND RESEARCH ADMINISTRATION IN HIGHER EDUCATION, (2) TO STIMULATE AND SUPPORT THE FACULTY TO ENGAGE IN EDUCATIONAL RESEARCH, AND (3) TO ENGAGE THE FIVE COLLEGES IN A COMMON RESEARCH DEVELOPMENT UNDERTAKING. TWO CATEGORIES OF ACTIVITIES WILL BE INITIATED--(1) SEMINARS, WORKSHOPS, AND DEMONSTRATIONS FOR FACULTY AND ADMINISTRATORS, AND (2) CONDUCT OF RESEARCH DEVELOPMENT INVOLVING SEVERAL COLLEGES IN A COMMON UNDERTAKING. LEADERSHIP WILL BE PROVIDED THROUGH THE TEACHING RESEARCH DIVISION OF THE COOPERATING AGENCY. (JC)

EP 010 471 40
DEMONSTRATION OF DISSEMINATION PRACTICES ON SPECIAL CLASS INSTRUCTION FOR THE MENTALLY RETARDED UTILIZING MASTER TEACHERS AS INSERVICE EDUCATORS.
INVESTIGATOR- CARR, DONALD MEYEN, EDWARD
UNIVERSITY OF IOWA, IOWA CITY
BUREAU NUMBER BR-6-2883 PROP DATE 10 MAY 66
GRANT OEG-3-7-002883-0499

DESCRIPTORS- *EDUCABLE MENTALLY HANDICAPPED, *INSERVICE TEACHER EDUCATION, *INSTRUCTIONAL IMPROVEMENT, *MASTER TEACHERS, *STATE PROGRAMS, DEMONSTRATION PROGRAMS, INSTRUCTIONAL MATERIALS, IOWA, IOWA CITY,

START DATE 11-01-66 END DATE 10-31-69

THE PURPOSES OF THIS PROJECT ARE THREEFOLD--(1) TO DEMONSTRATE THAT A STATEWIDE COORDINATED INSERVICE EDUCATION PROGRAM USING MASTER TEACHERS CAN BE EFFECTIVE IN THE IMPROVEMENT OF INSTRUCTIONAL PROGRAMS SERVING EDUCABLE MENTALLY RETARDED CHILDREN, (2) TO DISSEMINATE MATERIAL AND INFORMATION ON INSTRUCTIONAL METHODS TO SPECIAL CLASS TEACHERS, AND (3) TO BRIDGE THE GAP BETWEEN THE RESEARCHER AND THE CLASSROOM TEACHER. MASTER TEACHERS WILL SERVE AS INSERVICE EDUCATORS ON A GEOGRAPHIC AREA BASIS. SPECIAL CLASS TEACHERS WILL IDENTIFY THE MOST CRUCIAL CURRICULUM PROBLEMS. THE PROGRAM WILL BE EVALUATED THROUGH DOCUMENTATION, OPINIONAIRES, AND FEEDBACK RECEIVED BY THE MASTER TEACHERS. (LP)

EP 010 472 24
PROGRAMMATIC SUPPORT FOR THE DEVELOPMENT OF RESEARCH CAPACITY (TO DEVELOP RESEARCH FORMULA FOR IDENTIFICATION OF BASIC PURPOSES OF GENERAL EDUCATION).
INVESTIGATOR- CASEY, FRANK
MARYMOUNT COLLEGE OF VIRGINIA, ARLINGTON
BUREAU NUMBER BR-6-2926 PROP DATE 16 JUN 66
CONTRACT OEC-2-6-062926-2131

DESCRIPTORS- *COLLEGES, *EDUCATIONAL RESEARCH, *PRIVATE SCHOOLS, *RESEARCH OPPORTUNITIES, *SEMINARS, ARLINGTON, COOPERATIVE PROGRAMS, GENERAL EDUCATION, MILLBROOK, NEW YORK, PENNSYLVANIA, PITTSBURGH, PURCHASE, RESEARCH METHODOLOGY, RESEARCH PROJECTS, RESEARCH TOOLS, SWEET BRIAR, VIRGINIA,

START DATE 06-29-66 END DATE 06-28-69

AN INNOVATIVE RESEARCH PROGRAM WILL INVOLVE FIVE PRIVATE COLLEGES IN NEW YORK, PENNSYLVANIA, AND VIRGINIA IN A COOPERATIVE EFFORT TO STIMULATE EDUCATIONAL RESEARCH AND ITS ACCOMPANYING ACTIVITIES. PRIMARY EMPHASIS WILL BE PLACED ON DEVELOPMENT OF RESEARCH FORMULAS FOR IDENTIFICATION OF BASIC PURPOSES OF GENERAL EDUCATION REQUIREMENTS IN THE FIRST 2 YEARS OF COLLEGE. A SERIES OF INTERINSTITUTIONAL SEMINARS WILL BE ORGANIZED TO FORMULATE SPECIFIC OBJECTIVES AND CRITERIA, DEVELOP MEASUREMENT SYSTEMS AND PRACTICES, AND FORMULATE INNOVATIVE PROGRAMS AND PRACTICES. (LP)

EP 010 473 24
PROGRAMMATIC SUPPORT FOR THE DEVELOPMENT OF RESEARCH CAPACITY.
INVESTIGATOR- SILLERS, DAN J.
JAMESTOWN COLL., N. D.
BUREAU NUMBER BR-6-2927 PROP DATE 05 MAY 66
CONTRACT OEC-3-6-062927-2132

DESCRIPTORS- *COLLEGES, *EDUCATIONAL RESEARCH, *PRIVATE SCHOOLS, *RESEARCH OPPORTUNITIES, *SEMINARS, BILLINGS, BISMARCK, COOPERATIVE PROGRAMS, JAMESTOWN, MONTANA, NORTH DAKOTA, RESEARCH METHODOLOGY, RESEARCH PROJECTS, RESEARCH TOOLS, SOUTH DAKOTA, YANKTON,

START DATE 06-29-66 END DATE 06-28-69

AN INNOVATIVE RESEARCH PROGRAM WILL INVOLVE FOUR PRIVATE COLLEGES IN MONTANA, NORTH DAKOTA, AND SOUTH DAKOTA IN A COOPERATIVE EFFORT TO STIMULATE EDUCATIONAL RESEARCH, IN PARTICULAR RESEARCH BEARING DIRECTLY ON THE IMPROVEMENT OF INSTRUCTION. A SERIES OF INTERINSTITUTIONAL SEMINARS WILL BE ORGANIZED TO DEVELOP AN AWARENESS OF RESEARCH POTENTIAL, COOPERATIVE RESEARCH PROGRAMS AND PROJECTS, AND A CAPABILITY IN RESEARCH TECHNIQUES AND PROCEDURES. WORKSHOPS AND INDIVIDUAL CONSULTATIONS WILL ALSO BE HELD. (LP)

EP 010 474 40
COMPARISON OF SEVERAL APPROACHES FOR TEACHING BRAILLE READING TO BLIND CHILDREN.
INVESTIGATOR- HARLEY, RANDALL K.
GEORGE PEABODY COLLEGE FOR TEACHERS, NASHVILLE
BUREAU NUMBER BR-6-2975 PROP DATE 66
GRANT OEG-2-7-002975-0453

DESCRIPTORS- *BEGINNING READING, *BLIND CHILDREN, *BRAILLE, *PHONEMIC ALPHABETS, *READING INSTRUCTION, BLIND, DEMONSTRATION PROGRAMS, NASHVILLE, PROGRAM DEVELOPMENT, PROGRAM EVALUATION, TENNESSEE, VISUALLY HANDICAPPED,

START DATE 10-01-66 END DATE 09-30-68

BEGINNING READING METHODS OF INSTRUCTION FOR BLIND CHILDREN WILL BE DEMONSTRATED. THESE METHODS ARE (1) BASAL READING, GRADE 2 BRAILLE (LEARNING STANDARD ENGLISH), (2) GRADE 1-1 1/2-2 BRAILLE (PROGRESSIVE LEARNING OF BRAILLE FORMS), AND (3) PHONEMIC ALPHABET (LEARNING CONSISTENT SOUND-TO-SYMBOL RELATIONSHIPS). THE THIRD METHOD WILL CONSTITUTE AN ENTIRELY NEW APPROACH IN BLIND EDUCATION. EVIDENCE WILL BE OBTAINED REGARDING THE EFFICACY OF EACH APPROACH. IN ADDITION, A COMPARATIVE ANALYSIS WILL BE UNDERTAKEN. (JH)

EP 010 475 48
PREPARATION AND PUBLICATION OF LAO BASIC COURSES.
INVESTIGATOR- NOSS, RICHARD B.
FOREIGN SERVICE INST., WASHINGTON D. C.
BUREAU NUMBER BR-6-2979
CONTRACT OEC-2-7-002979-2013

DESCRIPTORS- *LANGUAGE INSTRUCTION, *LANGUAGE RESEARCH, *LAO, *MATERIAL DEVELOPMENT, *TAPE RECORDINGS, CENTER FOR APPLIED LINGUISTICS, COURSES, DISTRICT OF COLUMBIA, FOREIGN SERVICE INSTITUTE, INSTRUCTIONAL INNOVATION, INSTRUCTIONAL MATERIALS, LANGUAGE ENRICHMENT, LANGUAGE SKILLS, LANGUAGES,

START DATE 10-01-66 END DATE 09-30-67

THE PURPOSE OF THIS PROJECT IS TO PROVIDE A BASIC COURSE OF STUDY IN THE LAO LANGUAGE SUITABLE TO THE NEEDS OF THE AMERICAN FOREIGN AFFAIRS COMMUNITY AND ADAPTABLE TO THE NEEDS OF OTHER GROUPS. THIS BASIC COURSE IN LAO WILL NOT DIRECTLY DUPLICATE ANY PEDAGOGICAL MATERIAL NOW IN PRINT OR KNOWN TO BE IN PREPARATION. THE RESULTS OF THIS PROJECT ARE INTENDED FOR PUBLICATION IN THE FOREIGN SERVICE INSTITUTE BASIC COURSE SERIES AVAILABLE TO THE PUBLIC THROUGH THE U.S. GOVERNMENT PRINTING OFFICE. TAPE RECORDINGS WILL ALSO BE MADE AVAILABLE THROUGH THE CENTER FOR APPLIED LINGUISTICS. (LP)

EP 010 476 24
FACTORS AFFECTING LEARNING TO READ.
INVESTIGATOR- HAYES, ROBERT B.
STATE DEPT. OF PUBLIC INSTRUCTION, HARRISBURG, PA.
BUREAU NUMBER BR-6-1752 PROP DATE 66
GRANT OEG-1-7-061752-0299

DESCRIPTORS- *ACHIEVEMENT, *ATTITUDES, *LONGITUDINAL STUDIES, *READING INSTRUCTION, *READING PROGRAMS, ABILITY GROUPING, AUDIOVISUAL INSTRUCTION, BASIC READING, BEGINNING READING, COMPARATIVE ANALYSIS, FILMSTRIPS, GRADE 1, GRADE 2, GROUP READING, HARRISBURG, INITIAL TEACHING ALPHABET, LEARNING PROCESSES, PENNSYLVANIA, PHONICS, TEACHING METHODS,

START DATE 09-01-66 END DATE 02-28-68

BEGINNING READERS IN GRADES 1 AND 2 WILL BE OBSERVED AS INTACT CLASSES AS THEY PASS TO GRADES 2 AND 3. SIGNIFICANT DIFFERENCES IN ACHIEVEMENT AND ATTITUDES PRODUCED BY FOUR DIFFERENT METHODS OF TEACHING READING WILL BE DETERMINED. THE READING METHODS WILL BE--(1) A PHONIC, FILMSTRIP, WHOLE-CLASS APPROACH, (2) A WHOLE-WORD, ABILITY GROUPING, BASAL READER METHOD, (3) THE PRECEDING METHOD SUPPLEMENTED BY A PHONICS PROGRAM, AND (4) THE INITIAL TEACHING ALPHABET APPROACH. STUDENT ASSIGNMENTS TO METHODS WILL BE RANDOM, AND TEACHER VARIABLES WILL BE CONTROLLED. THE STUDY IS TO BE AN EXTENSION OF COOPERATIVE RESEARCH PROJECT 3124, WHICH IN TURN IS AN EXTENSION OF PROJECT 2697. THIS EFFORT REPRESENTS THE THIRD PHASE OF A LONGITUDINAL STUDY. (JH)

EP 010 477 08
AN EVALUATION OF A COUNSELOR EDUCATION PROGRAM DESIGNED FOR PROSPECTIVE ELEMENTARY SCHOOL COUNSELORS ENROLLED IN A 1965-66 NDEA INSTITUTE.
INVESTIGATOR- OHLSEN, MERLE BONEY, J. DON
UNIVERSITY OF ILLINOIS, URBANA
BUREAU NUMBER BR-6-8087 PROP DATE 10 AUG 65
GRANT OEG-3-7-068087-0375

DESCRIPTORS- *COUNSELING, *COUNSELOR TRAINING, *EDUCATIONAL COUNSELING, *ELEMENTARY SCHOOLS, *PROGRAM EVALUATION, COUNSELING PROGRAMS, COUNSELORS, EVALUATION, ILLINOIS, URBANA,

START DATE 09-19-66 END DATE 08-15-67

THIS STUDY WILL ATTEMPT TO EVALUATE A COUNSELOR EDUCATION PROGRAM DESIGNED FOR PROSPECTIVE ELEMENTARY SCHOOL COUNSELORS ENROLLED IN THE 1965-66 UNIVERSITY OF ILLINOIS NATIONAL DEFENSE EDUCATION ACT (NDEA) INSTITUTE. SUBJECTS OF THE STUDY WILL BE APPROXIMATELY 30 SELECTED ENROLLEES. THE IMPACT OF THE INSTITUTE UPON THESE INDIVIDUALS WILL BE EVALUATED IN TERMS OF THEIR INCREASED SELF-UNDERSTANDING, OF CHANGES IN THEIR PERCEPTIONS OF THEMSELVES AS PERSONS AND AS COUNSELORS, AND OF THEIR MASTERY OF PROFESSIONAL SKILLS, CONCEPTS, AND KNOWLEDGE. A FOLLOWUP APPRAISAL OF THE SUBJECTS WILL BE MADE AT THE END OF THEIR FIRST YEAR BACK ON THE JOB. (JC)

EP 010 478 24
AN INVESTIGATION OF NONINDEPENDENCE OF COMPONENTS OF SCORES ON MULTIPLE CHOICE TESTS.
INVESTIGATOR- ZIMMERMAN, DONALD W.
EAST CAROLINA COLLEGE, GREENVILLE, N. C.
BUREAU NUMBER BR-6-8209 PROP DATE 10 OCT 65
CONTRACT OEC-2-7-068209-0389

DESCRIPTORS- *COMPUTER ORIENTED PROGRAMS, *COMPUTER PROGRAMS, *TEST RESULTS, *TEST VALIDITY, *TESTING PROGRAMS, GREENVILLE, NORTH CAROLINA, TESTING PROBLEMS, TESTS,

START DATE 09-30-66 END DATE 09-29-67

THE NEGATIVE CORRELATION BETWEEN TRUE SCORES AND ERROR SCORES IN MULTIPLE CHOICE TESTS INTRODUCED BY CHANCE SUCCESS DUE TO GUESSING WILL BE INVESTIGATED. THE STUDY, A CONTINUATION OF RESEARCH PREVIOUSLY ACCOMPLISHED, WHICH HAS BEEN REPORTED IN JOURNALS OR IS IN PREPARATION FOR PUBLICATION, IS DESIGNED TO DEVELOP EQUATIONS FOR THE CASE OF NONINDEPENDENCE OF THE COMPONENTS OF TEST SCORES AND TO CHECK THE THEORETICAL RESULTS BY A COMPUTER SIMULATION METHOD. THE COMPUTER PROGRAM WILL BEGIN WITH PREPARED DISTRIBUTIONS OF LARGE NUMBERS OF ASSUMED TRUE SCORES, GENERATE ERROR SCORES WHICH ARE NEGATIVELY CORRELATED WITH THE TRUE SCORES, AND ADD THESE TO THE TRUE SCORES TO GIVE OBSERVED SCORES. PRODUCT-MOMENT CORRELATIONS WILL BE OBTAINED BETWEEN DIFFERENT COLUMNS OF OBSERVED SCORES AS AN ESTIMATE OF TEST RELIABILITY. ALL THEORETICAL RESULTS WILL BE CHECKED BY DATA FROM THE COMPUTER PROGRAM. (LP)

EP 010 479 24
CONNOTATIVE AND ASSOCIATIVE COMPONENTS OF CREATIVE POTENTIAL.
INVESTIGATOR- SECORD, PAUL F.
UNIVERSITY OF NEVADA, RENO
BUREAU NUMBER BR-6-8289 PROP DATE 65
CONTRACT OEC-4-7-068289-0224

DESCRIPTORS- *COLLEGE STUDENTS, *CREATIVE THINKING, *LEARNING

PROCESSES, *THOUGHT PROCESSES, *VERBAL LEARNING, NEVADA, PSYCHOLOGICAL TESTING, REMOTE ASSOCIATES TEST (RAT), RENO, STUDENT TESTING, TESTING,

START DATE 10-01-66 END DATE 09-30-67

THE PROBLEM OF THIS STUDY WILL BE TO ASSESS THE ROLE OF CONNOTATIVE MEANING IN VERBAL ASSOCIATION BEHAVIOR AND ITS INFLUENCE ON CREATIVE THINKING. A BASIC PREDICTION IS THAT TIGHT CONNOTATIVE ORGANIZATION OF VERBAL CLUSTERS WILL LEAD TO LOWER CREATIVE POTENTIAL THAN WILL LOOSE CONNOTATIVE ORGANIZATION OF VERBAL CLUSTERS. SPECIFIC HYPOTHESES TO BE TESTED ARE--(1) SUBJECTS (SS) WITH CONNOTATIVELY LOOSE ASSOCIATIVE STRUCTURES WILL PERFORM BETTER ON CONNOTATIVELY HETEROGENEOUS REMOTE ASSOCIATES TEST (RAT) ITEMS THAN WILL SS WITH CONNOTATIVELY TIGHT ASSOCIATIVE STRUCTURES, AND (2) SS WITH RELATIVELY CLEAR TEMPORAL DEMARCATIONS BETWEEN FREE ASSOCIATION BURSTS WILL PERFORM LESS WELL ON THE RAT THAN WILL SS WITH RELATIVELY UNCLEAR TEMPORAL DEMARCATIONS BETWEEN FREE ASSOCIATION BURSTS. VERBAL ASSOCIATION STRUCTURE WILL BE MEASURED BY MEANS OF A CONTINUOUS FREE ASSOCIATION TASK, WITH RECORDINGS MADE ON A MULTICHANNEL TAPE RECORDER. CONNOTATIVE MEANING OF VERBAL ASSOCIATES WILL BE MEASURED BY HAVING SS (COLLEGE UNDERGRADUATES) RATE SAMPLES OF THEIR VERBAL OUTPUT ON A SEMANTIC DIFFERENTIAL INSTRUMENT. THE RAT WILL MEASURE CREATIVE POTENTIAL. ANALYSIS OF VARIANCE PROCEDURES WILL BE USED IN TESTING THE HYPOTHESES. (JC)

EP 010 480 24
TEACHER EFFECTIVENESS AND PROFESSIONALITY--A STUDY OF THE TEACHER'S ROLE AND PROFESSIONAL TRAINING.
INVESTIGATOR- HEDDENDORF, RUSSELL
GENEVA COLL., BEAVER FALLS, GA.
BUREAU NUMBER BR-6-8215 PROP DATE 27 JUL 65
CONTRACT OEC-1-7-068215-0346

DESCRIPTORS- *CHANGING ATTITUDES, *EFFECTIVE TEACHING, *PERSONALITY ASSESSMENT, *PRESERVICE EDUCATION, *TEACHER ROLE, BEAVER FALLS, BEHAVIOR RATING SCALES, CATTELL 16 P F TEST, COLLEGES, GUTTMAN SCALE, LIBERAL ARTS, PENNSYLVANIA, QUESTIONNAIRES, TEST CONSTRUCTION,

START DATE 09-15-66 END DATE 06-30-67

PERSONALITY CHARACTERISTICS ASSOCIATED WITH THE TEACHER'S ROLE AND TRAINING WILL BE STUDIED. AN ATTEMPT WILL BE MADE TO DEVELOP A GUTTMAN SCALE FOR THE TWO PRESCALES OF EFFECTIVENESS AND TWO OF PROFESSIONALITY. THE TOTAL RESEARCH INSTRUMENT CONSISTING OF A DEVISED QUESTIONNAIRE INCLUDING THE FOUR PRESCALES AND THE CATTELL 16 P F TEST WILL BE ADMINISTERED TO THE TOTAL POPULATION OF EDUCATION MAJORS IN THE PROFESSIONAL TRAINING PROGRAM AT TWO WESTERN PENNSYLVANIA LIBERAL ARTS COLLEGES, WESTMINSTER COLLEGE AND GENEVA COLLEGE. THE TOTAL POPULATION WILL BE APPROXIMATELY 200 STUDENTS. CHANGE IN ATTITUDES WILL BE MEASURED AFTER READMINISTRATION OF THE INSTRUMENT AT THE END OF THE TRAINING PROGRAM. ADDITIONAL ANALYSIS OF DATA WILL TEST THE VALIDITY OF THE SIX HYPOTHESES AND WILL ATTEMPT TO DRAW APPROPRIATE CONCLUSIONS. (RS)

EP 010 481 24
PREDICTING INDIVIDUAL SUCCESS IN PROGRAMING SELF-INSTRUCTIONAL MATERIALS.
INVESTIGATOR- LYSAUGHT, JEROME P.
UNIVERSITY OF ROCHESTER, N. Y.
BUREAU NUMBER BR-6-8407 PROP DATE 31 DEC 65
CONTRACT OEC-1-7-068407-0286

DESCRIPTORS- *ABILITY IDENTIFICATION, *AUTOINSTRUCTIONAL PROGRAMS, *INSERVICE TEACHER EDUCATION, *PROGRAMING, *RESOURCE GUIDES, NEW YORK, PREDICTIVE ABILITY (TESTING), PROGRAM DEVELOPMENT, PROGRAMED INSTRUCTION, PROGRAMED UNITS, ROCHESTER, SCREENING TESTS, TEACHER SELECTION, TEACHER WORKSHOPS, TEST VALIDITY,

START DATE 10-01-66 END DATE 09-30-67

GUIDELINES WILL BE DEVELOPED FOR THE SELECTION OF PROGRAMING TRAINEES TO WORK ON SELF-INSTRUCTIONAL SEQUENCES. THE STUDY DESIGN WILL CONSIST OF THREE PHASES--(1) VALIDATION OF DEVELOPED PROGRAMED UNITS, (2) RANK-ORDERING AND GROUPING OF PROGRAMS AND PROGRAMERS IN TERMS OF EFFECTIVENESS, AND (3) APPLICATION OF A SERIES OF INSTRUMENTS INDICATED BY A REVIEW OF LITERATURE. THE POPULATION WILL CONSIST OF APPROXIMATELY 70 TEACHERS WHO WILL COMPLETE WORKSHOPS IN PROGRAMED INSTRUCTION. DATA WILL BE COLLECTED FOR EACH PROGRAM AND COMPUTED UNDER A MODIFIED GAIN FORMULA. A NUMBER OF INSTRUMENTS WILL BE USED TO ASSESS INDIVIDUAL ABILITIES AND CHARACTERISTICS OF THE SUBJECTS INCLUDING COMPARATIVE MEASURES OF CREATIVITY. ANALYSES WILL INCLUDE (1) STATISTICAL ANALYSIS OF THE RESPONSES TO THE PROGRAMS AND TEST INSTRUMENTS, (2) SEMANTIC DIFFERENTIAL ANALYSIS OF PERSONAL REACTIONS, AND (3) STATISTICAL AND LOGICAL ANALYSIS FOR VARIOUS ABILITIES AND CHARACTERISTICS OF THE TRAINEES. (RS)

EP 010 482 24
SOURCES OF STRAIN IN THE COLLEGE ENVIRONMENT AS RELATED TO STUDENT DISSATISFACTION AND THE DROPOUT.
INVESTIGATOR- PERVIN, LAWRENCE A.
PRINCETON UNIV., N. J.
BUREAU NUMBER BR-6-8421 PROP DATE 26 JUL 66
CONTRACT OEC-1-7-068421-0479

DESCRIPTORS- *COLLEGE STUDENTS, *DROPOUT RESEARCH, *INSTITUTIONAL ENVIRONMENT, *MEASUREMENT INSTRUMENTS, *STUDENT ATTITUDES, ASSESSMENT OF PERSONALITY AND ENVIRONMENT TEST, DROPOUT CHARACTERISTICS, DROPOUT IDENTIFICATION, NATIONAL SURVEYS, NEW JERSEY, PERSONAL RELATIONSHIP, PRINCETON, QUESTIONNAIRES, RELATIONSHIP, TEST CONSTRUCTION,

START DATE 10-31-66 END DATE 08-31-67

STUDENT DISSATISFACTION WITH COLLEGE AND PROBABILITY OF DROPPING OUT OF COLLEGE AS A FUNCTION OF STUDENT-COLLEGE INTERACTION WILL BE INVESTIGATED. THE DATA FOR THIS STUDY WILL BE OBTAINED FROM RESPONSES TO A REVISED QUESTIONNAIRE BEING ADMINISTERED TO 3,000 UNDERGRADUATES AT 20 INSTITUTIONS. THESE DATA WILL BE FACTOR ANALYZED TO SHOW THE RELATIONSHIPS OF (1) DISCREPANCIES BETWEEN STUDENT SELF-IMAGES AND THE COLLEGE ENVIRONMENT, (2) DISCREPANCIES TO REPORTED PROBABILITY OF DROPPING OUT OF COLLEGE, AND (3) DISSATISFACTION AND DROPPING OUT TO PERCEPTIONS OF THE

COLLEGE ENVIRONMENT, INDEPENDENT OF SELF-COLLEGE DISCREPANCIES. THESE DATA WILL ALSO BE USED TO DEVELOP INSTRUMENTS TO MEASURE SIMILARITIES AND DIFFERENCES AMONG COLLEGES, SOURCES OF STRAIN WITHIN A COLLEGE, AND SOURCES OF STRESS FOR INDIVIDUAL STUDENTS. (RS)

EP 010 483 24
EFFECTS OF INAPPLICABILITY OF THE CONTINUITY CONDITION UPON THE PROBABILITY DISTRIBUTION OF SELECTED STATISTICS AND THEIR IMPLICATIONS FOR RESEARCH IN EDUCATION.
INVESTIGATOR- SPARKS, JACK N.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
BUREAU NUMBER BR-6-8467 PROP DATE 31 DEC 65
GRANT OEG-1-7-068467-0347

DESCRIPTORS- *COMPARATIVE STATISTICS, *EDUCATIONAL RESEARCH, *MODELS, *RESEARCH METHODOLOGY, *STATISTICAL DATA, COMPARATIVE ANALYSIS, PENNSYLVANIA, RESEARCH PROBLEMS, STATISTICAL ANALYSIS, UNIVERSITY PARK,

START DATE 09-15-66 END DATE 09-14-67

THE CONCERN OF THIS EFFORT WILL BE THE EXTENT TO WHICH PROBABILITY DISTRIBUTIONS OF COMMONLY COMPUTED STATISTICS VARY FROM ESTABLISHED THEORETICAL MODELS AS A RESULT OF VIOLATIONS (TO VARYING DEGREES) OF THE CONTINUITY CONDITION. A NUMBER OF STATISTICAL PROCEDURES WILL BE COMPARED ON THEIR USEFULNESS IN EDUCATIONAL AND PSYCHOLOGICAL RESEARCH WHERE GROSS STATISTICAL CATEGORIZATIONS OFTEN OCCUR BECAUSE OF MODEL PRECISION LIMITATIONS. HOWEVER, NO STATISTICAL MODEL IS CAPABLE OF INFINITE PRECISION OR COMPLETE CONTINUITY WHEN USED TO CATEGORIZE NONPARAMETRIC (DISTRIBUTION-FREE) STATISTICS. COMPUTER-SAMPLING PROCEDURES WILL BE USED TO DRAW SAMPLES FROM SEVERAL HYPOTHETICAL DISTRIBUTIONS OF POPULATION. THE STUDENT T, MANN-WHITNEY U, KOLMOGOROV-SMIRNOV, AND MEDIAN STATISTICAL PROCEDURES WILL THEN BE APPLIED TO SELECTED DISTRIBUTIONS AND COMPARED UNDER CONTINUITY CONDITIONS AND SEVERAL DEGREES OF VIOLATION OF THAT CONDITION. THE EXPECTED RESULTS WILL BE USEFUL IN CHOOSING COMPARISON PROCEDURES AND PROVIDING LEADS FOR USEFUL ADAPTATIONS AND CHANGES IN STATISTICAL PROCEDURES. (JH)

EP 010 484 24
A STUDY OF BUSINESS AND ACADEMIC SYSTEMS AT SMALL PRIVATE NEGRO COLLEGES IN THE SOUTHERN UNITED STATES.
INVESTIGATOR- PACTER, PAUL A.
MICHIGAN STATE UNIV., EAST LANSING
BUREAU NUMBER BR-6-8489 PROP DATE 17 JAN 66
CONTRACT OEC-3-7-068489-0330

DESCRIPTORS- *ACADEMIC RECORDS, *NEGRO INSTITUTIONS, *PRIVATE SCHOOLS, *SOUTHERN SCHOOLS, *SYSTEMS ANALYSIS, COLLEGE ADMINISTRATION, EAST LANSING, INFORMATION PROCESSING, MICHIGAN, SMALL SCHOOLS, STANDARDS, SURVEYS,

START DATE 05-15-66 END DATE 06-30-67

THE ACADEMIC RECORDS OF SMALL NEGRO COLLEGES AND THEIR PROCESSING OF DATA WILL BE STUDIED TO DETERMINE IF THEIR SYSTEMS MEET ESTABLISHED STANDARDS. THE PROJECT WILL INVOLVE FIVE STAGES OF STUDY--(1) DELINEATION OF STANDARDS ESTABLISHED FOR BUSINESS AND ACADEMIC RECORDS AT COLLEGES AND UNIVERSITIES AND A REVIEW OF THE LITERATURE ON COLLEGE DATA PROCESSING AND RECORDS, (2) EXAMINATION OF THE BUSINESS PRACTICES AT THE COLLEGES BY DISCUSSION WITH THE PERSONS RESPONSIBLE FOR MAINTENANCE OF THE SYSTEMS, (3) DATA ANALYSIS AND SUMMARIZATION, (4) REPORT PREPARATION INCLUDING FINDINGS AND RECOMMENDATIONS, AND (5) DISSEMINATION OF THE FINDINGS AND RECOMMENDATIONS TO THE COLLEGES. THE RESULTS OF THIS STUDY ARE ANTICIPATED TO ENABLE THESE INSTITUTIONS TO PRODUCE MORE EFFICIENT SYSTEMS TO MEET ESTABLISHED STANDARDS. (RS)

EP 010 485 24
COMPILATION OF RESEARCH RESULTS IN ELEMENTARY ARITHMETIC SINCE 1900.
INVESTIGATOR- SUYDAM, MARILYN N.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
BUREAU NUMBER BR-6-8592 PROP DATE 01 FEB 66
GRANT OEG-1-7-068592-0174

DESCRIPTORS- *ARITHMETIC, *DATA ANALYSIS, *PUBLICATIONS, *REFERENCE MATERIALS, *RESEARCH TOOLS, CATALOGS, ELEMENTARY EDUCATION, INFORMATION UTILIZATION, PENNSYLVANIA, RESEARCH METHODOLOGY, UNIVERSITY PARK,

START DATE 09-01-66 END DATE 08-31-67

A COMPREHENSIVE COMPILATION OF THE RESEARCH PUBLISHED IN THE UNITED STATES ON ELEMENTARY SCHOOL ARITHMETIC SINCE 1900 WILL BE MADE. THE RESEARCH PRIOR TO 1931 WILL BE CATEGORIZED FROM "A CRITICAL SUMMARY OF RESEARCH RELATING TO THE TEACHING OF ARITHMETIC" BY MONROE AND ENGELHART (1931). ADDITIONAL PUBLISHED RESEARCH FROM 1931 TO 1965 WILL BE EVALUATED USING AN INSTRUMENT WITH A PREESTABLISHED SET OF CRITERIA, AND THE CONCLUSIONS FROM THIS MORE RECENT RESEARCH ARE TO BE ENUMERATED. INDICATIONS OF CURRENT VALIDITY WILL BE NOTED. ONLY APPLICABLE DOCTORAL DISSERTATIONS AND UNPUBLISHED RESEARCH FROM 1931 WILL BE CATEGORIZED. (JH)

EP 010 486 48
COMPILATION OF A CATALOG OF LUSO-BRAZILIAN MATERIAL IN THE UNIVERSITY OF NEW MEXICO LIBRARIES.
INVESTIGATOR- GILLETT, THERESA
UNIVERSITY OF NEW MEXICO, ALBUQUERQUE
BUREAU NUMBER BR-6-8599 PROP DATE 17 FEB 66
CONTRACT OEC-4-7-068599-0336

DESCRIPTORS- *CATALOGS, *CULTURE, *LUSO BRAZILIAN CULTURE, *PUBLICATIONS, *REFERENCE BOOKS, ALBUQUERQUE, BRAZIL, FOREIGN CULTURE, HISTORY, INDEXING, LANGUAGE, LIBRARY MATERIALS, LITERATURE, NEW MEXICO, PORTUGAL, REFERENCE MATERIALS,

START DATE 11-01-66 END DATE 06-30-67

A RESEARCH CATALOG WILL BE PRODUCED FOR PROVIDING IMMEDIATE REFERENCE TO ALL MATERIALS EXISTING IN THE UNIVERSITY OF NEW MEXICO LIBRARIES IN THE FIELD OF PORTUGUESE AND BRAZILIAN STUDIES. COMPILATION WILL BE BY MEANS OF CHECKING CARD CATALOGS AND OTHER RECORDS. CATALOG ENTRIES WILL BE ARRANGED AND NUMBERED UNDER SUCH BROAD SUBJECTS AS HISTORY OF PORTUGAL, HISTORY OF BRAZIL, PORTUGUESE LITERATURE, BRAZILIAN LITERATURE, PORTUGUESE LANGUAGE, ART, MUSIC, GOVERNMENT, EDUCATION, AND ANTHROPOLOGY. EACH ENTRY WILL INCLUDE AUTHOR, TITLE, EDITION, PLACE OF PUBLICATION,

PUBLISHER, AND DATE. (JH)

EP 010 487 24
CHANGES IN MOTIVATIONAL PROCEDURES WITH CHILDREN HAVING SEVERE EDUCATIONAL AND BEHAVIORAL PROBLEMS.
INVESTIGATOR- PRINCE, ALBERT I.
EVANSVILLE COLL., IND.
BUREAU NUMBER BR-6-8612 PROP DATE 09 MAR 66
GRANT OEG-3-7-068612-2053

DESCRIPTORS- *ACADEMICALLY HANDICAPPED, *BEHAVIOR PROBLEMS, *GRADE 3, *MOTIVATION TECHNIQUES, *REHABILITATION PROGRAMS, COMPARATIVE ANALYSIS, EMOTIONAL PROBLEMS, EVANSVILLE, INDIANA, METHODS RESEARCH, REWARDS, TEACHING TECHNIQUES,

START DATE 10-23-66 END DATE 10-22-67

SEVERAL TECHNIQUES WILL BE STUDIED FOR THE INTELLECTUAL REHABILITATION OF THIRD-GRADE CHILDREN WITH EDUCATIONAL AND RELATED BEHAVIORAL PROBLEMS. THE POPULATION WILL CONSIST OF 16 ACADEMICALLY DEFICIENT CHILDREN BETWEEN 9 AND 11 YEARS OF AGE. MATCHED GROUPS WILL BE ESTABLISHED WITH ONE GROUP RECEIVING TRAINING WHILE THE OTHER DOES NOT. THE TRAINING PROGRAM WILL BE IN TWO PHASES--(1) THE ACQUISITION OF PREREQUISITE LEARNING SKILLS AND BASIC WORD USAGE, AND (2) THE TEACHING OF SKILLS IN READING, SPELLING, PERCEPTUAL DISCRIMINATION, AND INDUCTIVE REASONING. BOTH PHASES WILL EMPLOY A GRADUAL TRANSITION FROM REWARDS OF CANDY AND TOYS TO THOSE OF PRAISE AND TEACHER APPROVAL. A COMPARISON BETWEEN THE TWO GROUPS (TRAINED AND UNTRAINED) WILL BE MADE BOTH AT THE COMPLETION OF THE TRAINING PROGRAM AND 6 MONTHS LATER. THE FIRST COMPARISON WILL BE BASED ON PERFORMANCE TESTS, WHILE THE SECOND WILL BE ON SCHOOL GRADES AND TEACHERS' RATINGS. (RS)

EP 010 488 24
A STUDY OF NORTH KOREAN EDUCATION UNDER COMMUNISM FROM 1945-1965.
INVESTIGATOR- FRASER, STEWART E.
GEORGE PEABODY COLLEGE FOR TEACHERS, NASHVILLE
BUREAU NUMBER BR-6-8692 PROP DATE 06 MAR 65
CONTRACT OEC-2-7-068692-0314

DESCRIPTORS- *EDUCATIONAL CHANGE, *EDUCATIONAL PROGRAMS, *INSTRUCTIONAL PROGRAMS, *KOREAN CULTURE, *SURVEYS, BIBLIOGRAPHIES, COMMUNISM, EDUCATIONAL OBJECTIVES, INTERVIEWS, NASHVILLE, NORTH KOREA, TENNESSEE,

START DATE 09-12-66 END DATE 11-11-68

A DETAILED SURVEY WILL BE CONDUCTED OF THE MAJOR ASPECTS OF EDUCATIONAL DEVELOPMENTS IN NORTH KOREA UNDER COMMUNISM. IT WILL BE EFFECTED THROUGH (1) A STUDY OF THE APPLICABLE LITERATURE IN KOREAN AND JAPANESE LANGUAGES AND OF ENGLISH LANGUAGE TRANSLATIONS, AND (2) INTERVIEWS WITH SPECIALISTS ON NORTH KOREAN PROBLEMS. BOTH INDIGENOUS FACTORS AND EXTERNAL FORCES INFLUENCING THE COMMUNIST EDUCATIONAL DEVELOPMENTS WILL BE IDENTIFIED AND ANALYZED AT ALL INSTRUCTIONAL LEVELS. AN ADDITIONAL EFFORT WILL BE MADE TO COMPARE INSTRUCTIONAL PROGRAMS IN SOUTH KOREA WITH THOSE OF NORTH KOREA AND TO SUGGEST SOME ANSWERS TO THE VARIOUS IMPLICATIONS OF THE DIFFERENCES. FINALLY, AN ANNOTATED BIBLIOGRAPHY ON NORTH KOREAN EDUCATION WILL BE COMPILED. (JH)

EP 010 489 40
A COMPARISON OF ADOLESCENT INTELLIGENCE AS MEASURED BY THE WAIS AND THE WISC.
INVESTIGATOR- HANNON, JOHN E.
MILLEDGEVILLE STATE HOSPITAL, GA.
BUREAU NUMBER BR-6-8773 PROP DATE 66
GRANT OEG-2-7-068773-0425

DESCRIPTORS- *ADOLESCENTS, *INTELLIGENCE, *INTELLIGENCE QUOTIENT, *INTELLIGENCE TESTS, *TESTING, GEORGIA, INTELLIGENCE LEVEL, MILLEDGEVILLE, WECHSLER ADULT INTELLIGENCE SCALE (WAIS), WECHSLER INTELLIGENCE SCALE FOR CHILDREN (WISC),

START DATE 10-01-66 END DATE 06-30-67

THIS STUDY WILL BE DIRECTED TOWARD DETERMINING THE STATISTICAL DIFFERENCE BETWEEN TWO INTELLIGENCE SCALES, THE WECHSLER ADULT INTELLIGENCE SCALE (WAIS) AND THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN (WISC). ALSO, CORRELATION TECHNIQUES WILL BE EMPLOYED TO INVESTIGATE THE RELATIONSHIPS BETWEEN IQ SCORES (FULL SCALE, VERBAL, AND PERFORMANCE) DERIVED FROM THE SCALES. IN COUNTERBALANCED ORDER, THE WAIS AND WISC SCALES WILL BE ADMINISTERED TO APPROXIMATELY 100 ADOLESCENTS. THREE GROUPS WILL BE DRAWN FROM THE SAMPLE--(1) APPROXIMATELY 25 SS FROM THE MILDLY RETARDED IQ RANGE, (2) APPROXIMATELY 25 SS FROM THE SUPERIOR IQ RANGE, AND (3) APPROXIMATELY 50 SS FROM INTERMEDIATE IQ RANGES. ANALYSIS OF VARIANCE WILL BE EMPLOYED TO DETERMINE DIFFERENCES BETWEEN SCORES. PEARSON'S WILL BE USED AS THE CORRELATION MEASURE. (JC)

EP 010 490 24
DEVELOPMENT OF A PILOT PROGRAM FOR A CULTURAL APPROACH TO THE STUDY OF HISTORY IN GRADE EIGHT.
INVESTIGATOR- ANRIG, GREGORY R. VADNAIS, L.H., JR.
STATE DEPT. OF EDUCATION, BOSTON, MASS.
BUREAU NUMBER BR-6-8851 PROP DATE 06 MAY 66
GRANT OEG-1-7-068851-0416

DESCRIPTORS- *CULTURAL FACTORS, *GRADE 7, *GRADE 8, *HISTORY, *HISTORY INSTRUCTION, CONSULTANTS, CULTURAL AWARENESS, CULTURE, MASSACHUSETTS, SOCIAL INFLUENCES, TEAM TEACHING, WILLIAMSTOWN, WORKSHOPS,

START DATE 10-01-66 END DATE 09-30-67

A THREE-PHASE PROJECT, INITIATED IN 1965-66, CONCERNS THE DEVELOPMENT OF HISTORY COURSES FOR GRADES 7 AND 8. THE APPROACH UTILIZED IS DESCRIBED AS BEING CULTURAL IN NATURE. PHASE ONE RESULTED IN THE INITIAL DEVELOPMENT OF THE SEVENTH-GRADE COURSE. THIS PHASE, PHASE TWO, IS DIRECTED TOWARD REFINEMENT OF THE SEVENTH-GRADE COURSE AND DEVELOPMENT OF AN EIGHTH-GRADE COURSE. THE OBJECTIVES WILL BE ACCOMPLISHED THROUGH A SUMMER WORKSHOP INVOLVING FIVE TEACHERS. CONSULTANT ADVICE WILL BE PROVIDED BY THREE DISTINGUISHED PROFESSORS FROM WILLIAMS COLLEGE, BENNINGTON COLLEGE, AND THE JOHN HAYS FELLOWS PROGRAM. PARTICULAR EMPHASIS IS GIVEN TO TEAM TEACHING AND INTERDISCIPLINARY METHODS IN DEVELOPING THE COURSES. (JC)

EP 010 491 40
COMPARISON OF SUCCESSIVE DISCRIMINATION REVERSAL PERFORMANCE ACROSS DIFFERENT LEVELS OF MENTAL RETARDATION.
INVESTIGATOR- GOSSETTE, ROBERT L.
HOFSTRA UNIV., HEMPSTEAD, N. Y.
BUREAU NUMBER BR-6-8867
GRANT OEG-1-7-068867-2209

DESCRIPTORS- *LEARNING PROCESSES, *MENTALLY HANDICAPPED, *PERFORMANCE FACTORS, *PSYCHOLOGICAL STUDIES, *STIMULUS DEVICES, HEMPSTEAD, MEASUREMENT TECHNIQUES, NEW YORK, STIMULUS BEHAVIOR, SUCCESSIVE DISCRIMINATION REVERSAL (SDR), TASK PERFORMANCE,

START DATE 11-01-66 END DATE 10-31-67

A SYSTEMATIC EXAMINATION OF SUCCESSIVE DISCRIMINATION REVERSAL PERFORMANCE WILL BE CONDUCTED FOR SUBJECTS WITH VARYING LEVELS OF RETARDATION. THE STUDY WILL EMPLOY THREE PHASES--(1) THE CALIBRATION OF VARIOUS STIMULUS PAIRS TO DETERMINE THE MOST SENSITIVE TO DIFFERENCES IN RETARDATION, (2) THE EMPLOYMENT OF STIMULUS PAIRS THAT YIELD DIFFERENCES IN REVERSAL PERFORMANCES WITH NEW GROUPS OF INTERMEDIATE LEVELS OF RETARDATION, AND (3) THE ASSIGNMENT OF HIGH-LOW NAIVE RETARDATE GROUPS TO RECEIVE OTHER STIMULUS PAIRS IN A COUNTERBALANCED ORDER. REVERSAL TRAINING WITH A GIVEN STIMULUS PAIR WILL BE CONTINUED UNTIL THERE IS NO FURTHER REDUCTION IN ERRORS. THE DATA WILL FOCUS UPON THE ERROR FUNCTION WITHIN AND ACROSS A GIVEN CLASS OF STIMULUS PAIRS. (RS)

EP 010 492 24
A COMPARISON OF EDUCATIONAL RESEARCH ORGANIZATIONS AND METHODS, AND THEIR RESTRICTIVE INFLUENCE ON SECONDARY SCHOOL PRACTICES.
INVESTIGATOR- JOHNSON, WILLIAM H.E.
UNIVERSITY OF PITTSBURGH
BUREAU NUMBER BR-7-8005 PROP DATE 25 MAY 66
GRANT OEG-1-7-008005-2063

DESCRIPTORS- *DECISION MAKING SKILLS, *POLICY FORMATION, *POLITICAL POWER, *SCHOOL POLICY, *SECONDARY EDUCATION, CZECHOSLOVAKIA, FOREIGN COUNTRIES, INTERVIEWS, PENNSYLVANIA, PITTSBURGH, POLAND, POLITICAL ATTITUDES, SECONDARY SCHOOLS, SOVIET ACADEMY OF PEDAGOGICAL SCIENCES, USSR, YUGOSLAVIA,

START DATE 12-20-66 END DATE 09-20-67

THE PURPOSES OF THIS PROJECT ARE (1) TO DETERMINE TO WHAT DEGREE AND IN WHICH DIRECTIONS THE EDUCATIONAL DECISIONS OF THE ACADEMY OF PEDAGOGICAL SCIENCES IN MOSCOW INFLUENCE THE PROGRAMS AND POLICIES OF SECONDARY EDUCATIONAL INSTITUTIONS IN YUGOSLAVIA, POLAND, AND CZECHOSLOVAKIA, AND (2) TO DETERMINE TO WHAT DEGREE EACH OF THESE NATIONS HAS MANAGED TO AVOID SOVIET DOMINATION AND TO EXPRESS IN SECONDARY SCHOOLS THEIR OWN INDEPENDENT THOUGHT AND ACTION. PROCEDURES WILL BE RELATED TO AN EARLIER INTENSIVE STUDY OF THE ACADEMY OF PEDAGOGICAL SCIENCES ALREADY COMPLETED BY THE GRANTEE. PROCEDURES FOR EACH OF THE THREE NATIONS UNDER THE CURRENT PROJECT WILL INVOLVE (1) INTERVIEWS WITH LEADING EDUCATIONAL AUTHORITIES AND RESEARCH SCHOLARS, (2) DIRECT OBSERVATION OF SCHOOLS AND TEACHER EDUCATION INSTITUTIONS, (3) CONFERENCES WITH TEACHERS IN THE SCHOOLS, AND (4) ANALYSIS OF FINDINGS IN THE LIGHT OF DATA ON THE SOVIET ACADEMY OF PEDAGOGICAL SCIENCES. (LP)

EP 010 493 24
TYPE OF SOLUTION IN THE PROBLEM-SOLVING BEHAVIOR OF NORMAL AND MENTALLY RETARDED CHILDREN.
INVESTIGATOR- DICKERSON, DONALD J.
UNIVERSITY OF CONNECTICUT, STORRS
BUREAU NUMBER BR-7-8030 PROP DATE 01 JUL 66
CONTRACT OEC-1-7-008030-2030

DESCRIPTORS- *LEARNING PROCESSES, *MENTALLY HANDICAPPED, *PROBLEM SOLVING, *STIMULUS BEHAVIOR, *VISUAL LEARNING, CONNECTICUT, DEVELOPMENTAL TASKS, EXPERIMENTAL PROGRAMS, REWARDS, STORRS,

START DATE 11-01-66 END DATE 10-31-67

TYPES OF SOLUTIONS ADOPTED BY NORMAL AND MENTALLY RETARDED CHILDREN WILL BE INVESTIGATED WITH ATTENTION FOCUSED ON (1) STIMULUS FACTORS AFFECTING TYPE OF SOLUTION AND (2) DEVELOPMENTAL TRENDS IN TYPE OF SOLUTION. THE EXPERIMENTAL DESIGN WILL BE THAT OF TWO-CHOICE, VISUAL DISCRIMINATIVE LEARNING. STIMULI CONSISTING OF PLANOMETRIC, COLOR-FORM PATTERNS WILL BE PRESENTED BY A MANUALLY OPERATED, DISCRIMINATIVE-LEARNING APPARATUS. THE SAMPLE WILL CONSIST OF MENTALLY RETARDED AND NORMAL SUBJECTS VARYING IN NUMBERS AND AGE ACCORDING TO EXPERIMENTAL ASSIGNMENTS. EXPERIMENTS ONE AND TWO WILL DEAL WITH THE ROLE OF STIMULUS SIMILARITY IN THE DETERMINATION OF THE TYPE OF SOLUTION. EXPERIMENT THREE WILL FOCUS UPON DEVELOPMENTAL TRENDS IN THE TYPES OF ADOPTED SOLUTIONS. EXPERIMENT FOUR WILL INVESTIGATE THE EFFECTS OF RESPONSE DISTINCTIVENESS ON THE TYPE OF SOLUTION. THE THREE TYPES OF SOLUTIONS WHICH WILL BE STUDIED ARE (1) APPROACH TO STIMULUS COMPONENTS, (2) APPROACH TO STIMULUS COMPOUNDS, AND (3) DIRECTIONAL RESPONSES TO PARTICULAR CONFIGURATIONS OF STIMULI. (RS)

EP 010 494 24
EFFECTS OF GRADUATED CUES ON PERFORMANCE ON TWO WECHSLER SUBTESTS.
INVESTIGATOR- SATTLER, JEROME M.
SAN DIEGO STATE COLL., CALIF.
BUREAU NUMBER BR-7-8057 PROP DATE 09 MAY 66
GRANT OEG-4-7-078057-0402

DESCRIPTORS- *EVALUATION, *PSYCHOLOGICAL TESTING, *PSYCHOLOGICAL TESTS, *TEST INTERPRETATION, CALIFORNIA, PERFORMANCE FACTORS, SAN DIEGO, TESTING PROGRAMS, TESTS, WECHSLER BELLEVUE INTELLIGENCE SCALE, WECHSLER INTELLIGENCE SCALE FOR CHILDREN (WISC),

START DATE 11-21-66 END DATE 09-20-67

ACTION WILL BE TAKEN TO (1) DETERMINE THE RELATIONSHIP BETWEEN CUES AND THEIR EFFECTS ON SUBSEQUENT TEST PERFORMANCES, (2) INVESTIGATE THE RELATIONSHIP BETWEEN THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN (WISC) AND THE WECHSLER BELLEVUE INTELLIGENCE SCALE (FORM I) FOR THE TWO SUBTESTS ADMINISTERED UNDER BOTH STANDARD AND MODIFIED PROCEDURES, AND (3) DETERMINE THE VALIDITY OF THE SUBTEST

PUBLISHER, AND DATE. (JH)

EP 010 487 24
CHANGES IN MOTIVATIONAL PROCEDURES WITH CHILDREN HAVING SEVERE EDUCATIONAL AND BEHAVIORAL PROBLEMS.
INVESTIGATOR- PRINCE, ALBERT I.
EVANSVILLE COLL., IND.
BUREAU NUMBER BR-6-8612 PROP DATE 09 MAR 66
GRANT OEG-3-7-068612-2053

DESCRIPTORS- *ACADEMICALLY HANDICAPPED, *BEHAVIOR PROBLEMS, *GRADE 3, *MOTIVATION TECHNIQUES, *REHABILITATION PROGRAMS, COMPARATIVE ANALYSIS, EMOTIONAL PROBLEMS, EVANSVILLE, INDIANA, METHODS RESEARCH, REWARDS, TEACHING TECHNIQUES,

START DATE 10-23-66 END DATE 10-22-67

SEVERAL TECHNIQUES WILL BE STUDIED FOR THE INTELLECTUAL REHABILITATION OF THIRD-GRADE CHILDREN WITH EDUCATIONAL AND RELATED BEHAVIORAL PROBLEMS. THE POPULATION WILL CONSIST OF 16 ACADEMICALLY DEFICIENT CHILDREN BETWEEN 9 AND 11 YEARS OF AGE. MATCHED GROUPS WILL BE ESTABLISHED WITH ONE GROUP RECEIVING TRAINING WHILE THE OTHER DOES NOT. THE TRAINING PROGRAM WILL BE IN TWO PHASES--(1) THE ACQUISITION OF PREREQUISITE LEARNING SKILLS AND BASIC WORD USAGE, AND (2) THE TEACHING OF SKILLS IN READING, SPELLING, PERCEPTUAL DISCRIMINATION, AND INDUCTIVE REASONING. BOTH PHASES WILL EMPLOY A GRADUAL TRANSITION FROM REWARDS OF CANDY AND TOYS TO THOSE OF PRAISE AND TEACHER APPROVAL. A COMPARISON BETWEEN THE TWO GROUPS (TRAINED AND UNTRAINED) WILL BE MADE BOTH AT THE COMPLETION OF THE TRAINING PROGRAM AND 6 MONTHS LATER. THE FIRST COMPARISON WILL BE BASED ON PERFORMANCE TESTS, WHILE THE SECOND WILL BE ON SCHOOL GRADES AND TEACHERS' RATINGS. (RS)

EP 010 488 24
A STUDY OF NORTH KOREAN EDUCATION UNDER COMMUNISM FROM 1945-1965.
INVESTIGATOR- FRASER, STEWART E.
GEORGE PEABODY COLLEGE FOR TEACHERS, NASHVILLE
BUREAU NUMBER BR-6-8692 PROP DATE 06 MAR 65
CONTRACT OEC-2-7-068692-0314

DESCRIPTORS- *EDUCATIONAL CHANGE, *EDUCATIONAL PROGRAMS, *INSTRUCTIONAL PROGRAMS, *KOREAN CULTURE, *SURVEYS, BIBLIOGRAPHIES, COMMUNISM, EDUCATIONAL OBJECTIVES, INTERVIEWS, NASHVILLE, NORTH KOREA, TENNESSEE,

START DATE 09-12-66 END DATE 11-11-68

A DETAILED SURVEY WILL BE CONDUCTED OF THE MAJOR ASPECTS OF EDUCATIONAL DEVELOPMENTS IN NORTH KOREA UNDER COMMUNISM. IT WILL BE EFFECTED THROUGH (1) A STUDY OF THE APPLICABLE LITERATURE IN KOREAN AND JAPANESE LANGUAGES AND OF ENGLISH LANGUAGE TRANSLATIONS, AND (2) INTERVIEWS WITH SPECIALISTS ON NORTH KOREAN PROBLEMS. BOTH INDIGENOUS FACTORS AND EXTERNAL FORCES INFLUENCING THE COMMUNIST EDUCATIONAL DEVELOPMENTS WILL BE IDENTIFIED AND ANALYZED AT ALL INSTRUCTIONAL LEVELS. AN ADDITIONAL EFFORT WILL BE MADE TO COMPARE INSTRUCTIONAL PROGRAMS IN SOUTH KOREA WITH THOSE OF NORTH KOREA AND TO SUGGEST SOME ANSWERS TO THE VARIOUS IMPLICATIONS OF THE DIFFERENCES. FINALLY, AN ANNOTATED BIBLIOGRAPHY ON NORTH KOREAN EDUCATION WILL BE COMPILED. (JH)

EP 010 489 40
A COMPARISON OF ADOLESCENT INTELLIGENCE AS MEASURED BY THE WAIS AND THE WISC.
INVESTIGATOR- HANNON, JOHN E.
MILLEDGEVILLE STATE HOSPITAL, GA.
BUREAU NUMBER BR-6-8773 PROP DATE 66
GRANT OEG-2-7-068773-0425

DESCRIPTORS- *ADOLESCENTS, *INTELLIGENCE, *INTELLIGENCE QUOTIENT, *INTELLIGENCE TESTS, *TESTING, GEORGIA, INTELLIGENCE LEVEL, MILLEDGEVILLE, WECHSLER ADULT INTELLIGENCE SCALE (WAIS), WECHSLER INTELLIGENCE SCALE FOR CHILDREN (WISC),

START DATE 10-01-66 END DATE 06-30-67

THIS STUDY WILL BE DIRECTED TOWARD DETERMINING THE STATISTICAL DIFFERENCE BETWEEN TWO INTELLIGENCE SCALES, THE WECHSLER ADULT INTELLIGENCE SCALE (WAIS) AND THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN (WISC). ALSO, CORRELATION TECHNIQUES WILL BE EMPLOYED TO INVESTIGATE THE RELATIONSHIPS BETWEEN IQ SCORES (FULL SCALE, VERBAL, AND PERFORMANCE) DERIVED FROM THE SCALES. IN COUNTERBALANCED ORDER, THE WAIS AND WISC SCALES WILL BE ADMINISTERED TO APPROXIMATELY 100 ADOLESCENTS. THREE GROUPS WILL BE DRAWN FROM THE SAMPLE--(1) APPROXIMATELY 25 SS FROM THE MILDLY RETARDED IQ RANGE, (2) APPROXIMATELY 25 SS FROM THE SUPERIOR IQ RANGE, AND (3) APPROXIMATELY 50 SS FROM INTERMEDIATE IQ RANGES. ANALYSIS OF VARIANCE WILL BE EMPLOYED TO DETERMINE DIFFERENCES BETWEEN SCORES. PEARSON'S WILL BE USED AS THE CORRELATION MEASURE. (JC)

EP 010 490 24
DEVELOPMENT OF A PILOT PROGRAM FOR A CULTURAL APPROACH TO THE STUDY OF HISTORY IN GRADE EIGHT.
INVESTIGATOR- ANRIG, GREGORY R. VADNAIS, L.H., JR.
STATE DEPT. OF EDUCATION, BOSTON, MASS.
BUREAU NUMBER BR-6-8851 PROP DATE 06 MAY 66
GRANT OEG-1-7-068851-0416

DESCRIPTORS- *CULTURAL FACTORS, *GRADE 7, *GRADE 8, *HISTORY, *HISTORY INSTRUCTION, CONSULTANTS, CULTURAL AWARENESS, CULTURE, MASSACHUSETTS, SOCIAL INFLUENCES, TEAM TEACHING, WILLIAMSTOWN, WORKSHOPS,

START DATE 10-01-66 END DATE 09-30-67

A THREE-PHASE PROJECT, INITIATED IN 1965-66, CONCERNS THE DEVELOPMENT OF HISTORY COURSES FOR GRADES 7 AND 8. THE APPROACH UTILIZED IS DESCRIBED AS BEING CULTURAL IN NATURE. PHASE ONE RESULTED IN THE INITIAL DEVELOPMENT OF THE SEVENTH-GRADE COURSE. THIS PHASE, PHASE TWO, IS DIRECTED TOWARD REFINEMENT OF THE SEVENTH-GRADE COURSE AND DEVELOPMENT OF AN EIGHTH-GRADE COURSE. THE OBJECTIVES WILL BE ACCOMPLISHED THROUGH A SUMMER WORKSHOP INVOLVING FIVE TEACHERS. CONSULTANT ADVICE WILL BE PROVIDED BY THREE DISTINGUISHED PROFESSORS FROM WILLIAMS COLLEGE, BENNINGTON COLLEGE, AND THE JOHN HAYS FELLOWS PROGRAM. PARTICULAR EMPHASIS IS GIVEN TO TEAM TEACHING AND INTERDISCIPLINARY METHODS IN DEVELOPING THE COURSES. (JC)

EP 010 491 40
COMPARISON OF SUCCESSIVE DISCRIMINATION REVERSAL PERFORMANCE ACROSS DIFFERENT LEVELS OF MENTAL RETARDATION.
INVESTIGATOR- GOSSETTE, ROBERT L.
HOFSTRA UNIV., HEMPSTEAD, N. Y.
BUREAU NUMBER BR-6-8867
GRANT OEG-1-7-068867-2209

DESCRIPTORS- *LEARNING PROCESSES, *MENTALLY HANDICAPPED, *PERFORMANCE FACTORS, *PSYCHOLOGICAL STUDIES, *STIMULUS DEVICES, HEMPSTEAD, MEASUREMENT TECHNIQUES, NEW YORK, STIMULUS BEHAVIOR, SUCCESSIVE DISCRIMINATION REVERSAL (SDR), TASK PERFORMANCE,

START DATE 11-01-66 END DATE 10-31-67

A SYSTEMATIC EXAMINATION OF SUCCESSIVE DISCRIMINATION REVERSAL PERFORMANCE WILL BE CONDUCTED FOR SUBJECTS WITH VARYING LEVELS OF RETARDATION. THE STUDY WILL EMPLOY THREE PHASES--(1) THE CALIBRATION OF VARIOUS STIMULUS PAIRS TO DETERMINE THE MOST SENSITIVE TO DIFFERENCES IN RETARDATION, (2) THE EMPLOYMENT OF STIMULUS PAIRS THAT YIELD DIFFERENCES IN REVERSAL PERFORMANCES WITH NEW GROUPS OF INTERMEDIATE LEVELS OF RETARDATION, AND (3) THE ASSIGNMENT OF HIGH-LOW MAIVE RETARDATE GROUPS TO RECEIVE OTHER STIMULUS PAIRS IN A COUNTERBALANCED ORDER. REVERSAL TRAINING WITH A GIVEN STIMULUS PAIR WILL BE CONTINUED UNTIL THERE IS NO FURTHER REDUCTION IN ERRORS. THE DATA WILL FOCUS UPON THE ERROR FUNCTION WITHIN AND ACROSS A GIVEN CLASS OF STIMULUS PAIRS. (RS)

EP 010 492 24
A COMPARISON OF EDUCATIONAL RESEARCH ORGANIZATIONS AND METHODS, AND THEIR RESTRICTIVE INFLUENCE ON SECONDARY SCHOOL PRACTICES.
INVESTIGATOR- JOHNSON, WILLIAM H.E.
UNIVERSITY OF PITTSBURGH
BUREAU NUMBER BR-7-8005 PROP DATE 25 MAY 66
GRANT OEG-1-7-008005-2063

DESCRIPTORS- *DECISION MAKING SKILLS, *POLICY FORMATION, *POLITICAL POWER, *SCHOOL POLICY, *SECONDARY EDUCATION, CZECHOSLOVAKIA, FOREIGN COUNTRIES, INTERVIEWS, PENNSYLVANIA, PITTSBURGH, POLAND, POLITICAL ATTITUDES, SECONDARY SCHOOLS, SOVIET ACADEMY OF PEDAGOGICAL SCIENCES, USSR, YUGOSLAVIA,

START DATE 12-20-66 END DATE 09-20-67

THE PURPOSES OF THIS PROJECT ARE (1) TO DETERMINE TO WHAT DEGREE AND IN WHICH DIRECTIONS THE EDUCATIONAL DECISIONS OF THE ACADEMY OF PEDAGOGICAL SCIENCES IN MOSCOW INFLUENCE THE PROGRAMS AND POLICIES OF SECONDARY EDUCATIONAL INSTITUTIONS IN YUGOSLAVIA, POLAND, AND CZECHOSLOVAKIA, AND (2) TO DETERMINE TO WHAT DEGREE EACH OF THESE NATIONS HAS MANAGED TO AVOID SOVIET DOMINATION AND TO EXPRESS IN SECONDARY SCHOOLS THEIR OWN INDEPENDENT THOUGHT AND ACTION. PROCEDURES WILL BE RELATED TO AN EARLIER INTENSIVE STUDY OF THE ACADEMY OF PEDAGOGICAL SCIENCES ALREADY COMPLETED BY THE GRANTEE. PROCEDURES FOR EACH OF THE THREE NATIONS UNDER THE CURRENT PROJECT WILL INVOLVE (1) INTERVIEWS WITH LEADING EDUCATIONAL AUTHORITIES AND RESEARCH SCHOLARS, (2) DIRECT OBSERVATION OF SCHOOLS AND TEACHER EDUCATION INSTITUTIONS, (3) CONFERENCES WITH TEACHERS IN THE SCHOOLS, AND (4) ANALYSIS OF FINDINGS IN THE LIGHT OF DATA ON THE SOVIET ACADEMY OF PEDAGOGICAL SCIENCES. (LP)

EP 010 493 24
TYPE OF SOLUTION IN THE PROBLEM-SOLVING BEHAVIOR OF NORMAL AND MENTALLY RETARDED CHILDREN.
INVESTIGATOR- DICKERSON, DONALD J.
UNIVERSITY OF CONNECTICUT, STORRS
BUREAU NUMBER BR-7-8030 PROP DATE 01 JUL 66
CONTRACT OEC-1-7-008030-2030

DESCRIPTORS- *LEARNING PROCESSES, *MENTALLY HANDICAPPED, *PROBLEM SOLVING, *STIMULUS BEHAVIOR, *VISUAL LEARNING, CONNECTICUT, DEVELOPMENTAL TASKS, EXPERIMENTAL PROGRAMS, REWARDS, STORRS,

START DATE 11-01-66 END DATE 10-31-67

TYPES OF SOLUTIONS ADOPTED BY NORMAL AND MENTALLY RETARDED CHILDREN WILL BE INVESTIGATED WITH ATTENTION FOCUSED ON (1) STIMULUS FACTORS AFFECTING TYPE OF SOLUTION AND (2) DEVELOPMENTAL TRENDS IN TYPE OF SOLUTION. THE EXPERIMENTAL DESIGN WILL BE THAT OF TWO-CHOICE, VISUAL DISCRIMINATIVE LEARNING. STIMULI CONSISTING OF PLANOMETRIC, COLOR-FORM PATTERNS WILL BE PRESENTED BY A MANUALLY OPERATED, DISCRIMINATIVE-LEARNING APPARATUS. THE SAMPLE WILL CONSIST OF MENTALLY RETARDED AND NORMAL SUBJECTS VARYING IN NUMBERS AND AGE ACCORDING TO EXPERIMENTAL ASSIGNMENTS. EXPERIMENTS ONE AND TWO WILL DEAL WITH THE ROLE OF STIMULUS SIMILARITY IN THE DETERMINATION OF THE TYPE OF SOLUTION. EXPERIMENT THREE WILL FOCUS UPON DEVELOPMENTAL TRENDS IN THE TYPES OF ADOPTED SOLUTIONS. EXPERIMENT FOUR WILL INVESTIGATE THE EFFECTS OF RESPONSE DISTINCTIVENESS ON THE TYPE OF SOLUTION. THE THREE TYPES OF SOLUTIONS WHICH WILL BE STUDIED ARE (1) APPROACH TO STIMULUS COMPONENTS, (2) APPROACH TO STIMULUS COMPOUNDS, AND (3) DIRECTIONAL RESPONSES TO PARTICULAR CONFIGURATIONS OF STIMULI. (RS)

EP 010 494 24
EFFECTS OF GRADUATED CUES ON PERFORMANCE ON TWO WECHSLER SUBTESTS.
INVESTIGATOR- SATTLER, JEROME M.
SAN DIEGO STATE COLL., CALIF.
BUREAU NUMBER BR-7-8057 PROP DATE 09 MAY 66
GRANT OEG-4-7-078057-0402

DESCRIPTORS- *EVALUATION, *PSYCHOLOGICAL TESTING, *PSYCHOLOGICAL TESTS, *TEST INTERPRETATION, CALIFORNIA, PERFORMANCE FACTORS, SAN DIEGO, TESTING PROGRAMS, TESTS, WECHSLER BELLEVUE INTELLIGENCE SCALE, WECHSLER INTELLIGENCE SCALE FOR CHILDREN (WISC),

START DATE 11-21-66 END DATE 09-20-67

ACTION WILL BE TAKEN TO (1) DETERMINE THE RELATIONSHIP BETWEEN CUES AND THEIR EFFECTS ON SUBSEQUENT TEST PERFORMANCES, (2) INVESTIGATE THE RELATIONSHIP BETWEEN THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN (WISC) AND THE WECHSLER BELLEVUE INTELLIGENCE SCALE (FORM I) FOR THE TWO SUBTESTS ADMINISTERED UNDER BOTH STANDARD AND MODIFIED PROCEDURES, AND (3) DETERMINE THE VALIDITY OF THE SUBTEST

SCORES UNDER HELP AND NO-HELP CONDITIONS BY EXAMINING THEIR RELATIONSHIP TO GRADES BY SUBJECT AREA. THE SUBTESTS WILL BE ADMINISTERED IN TWO PHASES--PHASE ONE ENTAILS THE ADMINISTRATION OF CUES TO THE HELP GROUPS; PHASE TWO ENTAILS THE ADMINISTRATION OF THE ALTERNATE FORM OF THE SUBTESTS WITH NO CUES BEING ADMINISTERED. ADMINISTRATION OF THE FORMS WILL BE IN COUNTERBALANCED ORDER. THE RESULTS WILL BE ANALYZED BY A TWO-BY-TWO-BY-TWO ANALYSIS OF VARIANCE DESIGN WITH REPEATED MEASURES ON ONE FACTOR. (LP)

EP 010 495 24
THE EFFECT OF PRESCHOOL GROUP EXPERIENCE ON VARIOUS LANGUAGE AND SOCIAL SKILLS IN DISADVANTAGED CHILDREN.
INVESTIGATOR- VANCE, BARBARA J.
STANFORD UNIV., CALIF.
BUREAU NUMBER BR-7-8070 PROP DATE 18 JUL 66
CONTRACT OEC-4-7-008070-2035

DESCRIPTORS- *DISADVANTAGED YOUTH, *GROUP EXPERIENCE, *LANGUAGE SKILLS, *PRESCHOOL EDUCATION, *SOCIAL DEVELOPMENT, CALIFORNIA, EARLY EXPERIENCE, EXPERIMENTAL PROGRAMS, FREMONT, ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES (ITPA), LOW INCOME GROUPS, PARENT PARTICIPATION, PEABODY PICTURE VOCABULARY TEST (PPVT), STANFORD, TEACHING TECHNIQUES,

START DATE 10-15-66 END DATE 07-15-67

A PRESCHOOL EDUCATION PROGRAM WILL BE CONDUCTED WITH DISADVANTAGED CHILDREN. FOUR-YEAR-OLDS (54) FROM LOW-INCOME FAMILIES WILL BE RANDOMLY ASSIGNED TO ONE OF THREE TREATMENT GROUPS. THESE GROUPS WILL BE ESTABLISHED ACCORDING TO TWO ADJACENT SCHOOL CENSUS TRACTS IN FREMONT, CALIFORNIA. THEY WILL CONSIST OF AN EXPERIMENTAL GROUP, AN ACTIVE CONTROL GROUP, AND A PASSIVE CONTROL GROUP FOR EACH CENSUS AREA. THE 18 SUBJECTS ASSIGNED TO EACH EXPERIMENTAL GROUP WILL RECEIVE A PROGRAM CONCERNED WITH SPECIFIC BEHAVIORAL GOALS IN LANGUAGE AND SOCIAL DEVELOPMENT. TEACHING TECHNIQUES WILL EMPHASIZE POSITIVE REINFORCEMENT OF DESIRED BEHAVIORS, EXTINCTION OF UNDESIRABLE BEHAVIORS, AND VERBAL MODELING. PARENT-TEACHER CONFERENCES WILL BE CONDUCTED AS ONE OF THE PARENTAL INVOLVEMENT ACTIVITIES. THE SUBJECTS IN THE ACTIVE CONTROL GROUP WILL ATTEND A SIMILAR EXPERIMENTAL SESSION DURING THE LAST 5 DAYS OF THE 6-MONTH PROGRAM. THE PASSIVE CONTROL GROUP WILL RECEIVE NO PRESCHOOL GROUP EXPERIENCE. SUBJECTS WILL BE ADMINISTERED THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES (ITPA), THE PEABODY PICTURE VOCABULARY TEST (PPVT), AND SEVERAL LANGUAGE SUBTESTS DEVISED BY THE INVESTIGATOR. STATISTICAL ANALYSIS WILL EMPLOY A 3X2 ANALYSIS OF VARIANCE PROCEDURE. THE VARIABLES WILL BE SEX AND TREATMENT. (RS)

EP 010 496 24
A COMPREHENSIVE SURVEY OF UNDERGRADUATE PROGRAMS IN ENGLISH IN THE UNITED STATES.
INVESTIGATOR- WILCOX, THOMAS W.
NATIONAL COUNCIL OF TEACHERS OF ENGLISH, CHAMPAIGN
BUREAU NUMBER BR-6-1285 PROP DATE 24 AUG 65
CONTRACT OEC-3-7-001285-2049

DESCRIPTORS- *EFFECTIVE TEACHING, *ENGLISH, *ENGLISH CURRICULUM, *INSTRUCTIONAL INNOVATION, *TEACHING, CHAMPAIGN, ILLINOIS, LANGUAGES, PROBLEMS, PROGRAM EVALUATION,

START DATE 10-15-66 END DATE 10-14-68

THE MAJOR PURPOSES OF THE PROJECT ARE (1) TO PROVIDE THE FIRST COMPREHENSIVE DESCRIPTION AND ANALYSIS OF THE TEACHING OF ENGLISH TO UNDERGRADUATES IN THIS NATION AND (2) TO EVALUATE EXISTING PROGRAMS WITH A VIEW TO PRESCRIBING REFORMS AND PROPOSING MAJOR INNOVATIONS IN UNDERGRADUATE ENGLISH. SPECIFICALLY, THE INVESTIGATOR WILL SEEK TO DETERMINE JUST WHAT CONSTITUTES EFFECTIVE TEACHING IN THIS FIELD, WHAT SERIOUS PROBLEMS NOW CONFRONT TEACHERS, AND WHAT SOLUTIONS ARE BEING TESTED IN PRACTICE. EXCEPTIONAL PROGRAMS WILL BE IDENTIFIED AND A SET OF TOPICS AND QUESTIONS WILL BE SENT, IN ADVANCE OF INTERVIEWS, TO DEPARTMENTS WHICH AGREE TO BE INTERVIEWED. RESULTS OF THE INTERVIEWS WILL BE CORRELATED, TABULATED, INTERPRETED, AND DISSEMINATED TO THE PROFESSION THROUGH SPEECHES AND PUBLICATIONS. (LP)

EP 010 497 24
A STUDY OF THE IMPACT OF COLLECTIVE NEGOTIATION BY TEACHER PARTICIPATION IN THE MAKING AND REVIEW OF SCHOOL POLICIES.
INVESTIGATOR- LOVE, THOMAS M.
UNIVERSITY OF WISCONSIN, MADISON
BUREAU NUMBER BR-7-E-013 PROP DATE 66
GRANT OEG-3-7-070013-1647

DESCRIPTORS- *ADMINISTRATION, *COLLECTIVE BARGAINING, *SCHOOL SYSTEMS, *TEACHER PARTICIPATION, *UNIONS, ADMINISTRATOR ROLE, LABOR UNIONS, MADISON, QUESTIONNAIRES, SCHOOL ADMINISTRATION, SCHOOL POLICY, TEACHER EXPERIENCE, TEACHER SALARIES, WISCONSIN,

START DATE 02-01-67 END DATE 01-31-68

THIS STUDY WILL ATTEMPT TO ASCERTAIN THE IMPACT OF COLLECTIVE NEGOTIATION ON TEACHER PARTICIPATION IN THE MAKING AND REVIEW OF SCHOOL POLICIES. THIS OBJECTIVE WILL FOCUS ON THE SCOPE, FORMS, LIMITS, AND FUTURE COURSE OF COLLECTIVE NEGOTIATION, AS COMPARED WITH ALTERNATIVE FORMS OF TEACHER PARTICIPATION IN THE MAKING AND REVIEW OF SCHOOL POLICIES. THE METHOD OF THE STUDY WILL CONSIST OF CONTRASTING DATA FROM SYSTEMS WHICH HAVE ENGAGED IN COLLECTIVE NEGOTIATION WITH SYSTEMS WHICH HAVE NOT ENGAGED IN COLLECTIVE NEGOTIATION. ALTERNATIVES WILL BE IDENTIFIED AND CONTRASTED WITH COLLECTIVE NEGOTIATION. DATA WILL BE ACQUIRED THROUGH (1) QUESTIONNAIRES TO SUPERINTENDENTS OF APPROXIMATELY 160 SCHOOL SYSTEMS, (2) INTERVIEWS WITH SCHOOL BOARD MEMBERS, ADMINISTRATORS, AND TEACHERS IN AT LEAST 6 SYSTEMS, AND (3) THE COLLECTION OF WRITTEN AGREEMENTS AND OTHER DOCUMENTS PERTAINING TO THE PRACTICE OF COLLECTIVE NEGOTIATION. THE SAMPLING PROCEDURE WILL BE DESIGNED TO YIELD A SAMPLE WHICH ACCURATELY REPRESENTS THE VARIOUS ORGANIZATIONAL, LEGAL, AND ENVIRONMENTAL ATTRIBUTES OF THE POPULATION. (JC)

EP 010 498 24
INTRAINDIVIDUAL VARIABILITY OF BEHAVIOR AND THE PREDICTABILITY OF ACADEMIC SUCCESS.
INVESTIGATOR- BERDIE, RALPH F.
UNIVERSITY OF MINNESOTA, MINNEAPOLIS
BUREAU NUMBER BR-6-8694 PROP DATE 18 MAR 66
CONTRACT OEC-3-7-068694-2082

DESCRIPTORS- *ACADEMIC PERFORMANCE, *BEHAVIOR PATTERNS,

*COLLEGE STUDENTS, *MALES, *PREDICTIVE ABILITY (TESTING), MINNEAPOLIS, MINNESOTA, PREDICTION, PREDICTIVE MEASUREMENT,

START DATE 01-01-67 END DATE 09-30-67

THE PROBLEM OF THIS STUDY WILL BE TO DETERMINE CONSISTENT VARIABLES OF THE INDIVIDUAL, TO COMPILE INDEXES, AND TO OBSERVE THE ACCURACY OF THESE INDEXES IN PREDICTING ACADEMIC BEHAVIOR. APPROXIMATELY 100 MALE STUDENTS WILL BE ADMINISTERED A BATTERY OF 6 TESTS ON EACH OF 20 DAYS. EIGHT MEASURES OF VARIABILITY WILL BE DETERMINED FOR EACH STUDENT--(1) THE VARIANCE FOR EACH OF THE 6 DISTRIBUTIONS, (2) THE VARIANCE FOR THE TOTAL 120 SCORES, AND (3) THE VARIANCE OF THE 6 MEAN SCORES DERIVED FROM THE DISTRIBUTIONS. STUDENTS WILL BE DIVIDED INTO TWO GROUPS, THOSE MOST VARIABLE AND THOSE LEAST VARIABLE. THE EIGHT VARIABILITY INDEXES WILL BE COMPARED, USING CORRELATIONAL ANALYSES AND F TESTS, TO DETERMINE THE EXTENT TO WHICH SUCH VARIABILITY IS SPECIFIC TO THE TASK. CORRELATIONS BETWEEN PREDICTORS AND GRADES WILL BE CALCULATED FOR GROUPS OF STUDENTS WITH HIGH AND LOW VARIABILITY INDEXES TO TEST THE HYPOTHESIS THAT HIGHLY VARIABLE PERSONS HAVE LEAST PREDICTABLE BEHAVIOR. (JC)

EP 010 499 24
MINORITY GROUPS' VIEW OF PUBLIC EDUCATION.
INVESTIGATOR- MCWORTER, GERALD A. ROSSI, PETER H.
UNIVERSITY OF CHICAGO
BUREAU NUMBER BR-6-8819 PROP DATE 66
CONTRACT OEC-3-7-008819-0492

DESCRIPTORS- *BEHAVIOR PATTERNS, *EDUCATIONAL ATTITUDES, *NEGRO ATTITUDES, *SCHOOL BOYCOTTS, *SCHOOL COMMUNITY RELATIONSHIPS, CHICAGO, COMMUNITY ATTITUDES, ILLINOIS, NATIONAL OPINION RESEARCH CENTER, NEGRO EDUCATION, PARENT ATTITUDES, SURVEYS,

START DATE 10-04-66 END DATE 07-03-67

SELECTED ASPECTS OF NEGRO COMMUNITY ATTITUDES, COLLECTIVE BEHAVIOR, AND SUPPORT IN RELATION TO PUBLIC EDUCATION WILL BE STUDIED. DATA COLLECTED FROM A PREVIOUS STUDY OF NEGRO REACTION TO A 1964 CHICAGO, ILLINOIS, SCHOOL BOYCOTT WILL BE EXAMINED. THESE DATA WERE COLLECTED BY INTERVIEWS HELD WITH 362 PARENTS OF CHILDREN FROM 7 ALL-NEGRO ELEMENTARY SCHOOLS. QUESTIONS WILL CONCERN THE AGREEMENT IN SUPPORT OF THE FIRST BOYCOTT IN 1963 AND THE CLIMATE, SOCIAL ROLES OF RESPONDENTS, AND THE PERCEPTION AND EVALUATION OF PUBLIC EDUCATION PRIOR TO THE SECOND. ADDITIONAL DATA WILL ALSO BE COLLECTED FROM MATERIALS RELATING TO BOTH BOYCOTTS, NEWSPAPER CLIPPINGS, AND THE FILES OF ORGANIZATIONS INVOLVED IN THE BOYCOTTS. THE ANALYSIS OF THESE DATA WILL INCLUDE (1) RECONSTRUCTION OF THE HISTORIES OF THE BOYCOTTS, (2) COMPARISON OF THE SAMPLE SURVEY RESULTS WITH THE EVENTS, (3) CROSS-TABULATION PROCEDURES OF THE FACTORS RELATED TO DECISION-MAKING, AND (4) CORRELATION OF DECISION-MAKING PATTERNS WITH PATTERNS OF STABILITY AND CHANGE IN BOYCOTT POSITION. (RS)

EP 010 500 24
EFFECTS OF NONVERBAL PERCEPTUAL TRAINING ON READING ACHIEVEMENT.
INVESTIGATOR- ELKIND, DAVID
UNIVERSITY OF ROCHESTER, N. Y.
BUREAU NUMBER BR-6-8881 PROP DATE 23 MAY 66
CONTRACT OEC-1-7-068881-0381

DESCRIPTORS- *ELEMENTARY SCHOOL STUDENTS, *PERCEPTION TESTS, *PERCEPTUAL DEVELOPMENT, *READING ACHIEVEMENT, *READING SKILLS, CALIFORNIA ACHIEVEMENT TESTS (CAT), GRADE 2, NEW YORK, PERCEPTION, ROCHESTER,

START DATE 10-01-66 END DATE 09-30-67

THE MAJOR OBJECTIVE OF THIS STUDY WILL BE TO DETERMINE WHETHER THE READING SKILLS OF SECOND-GRADE CHILDREN WILL BENEFIT FROM EXTENDED TRAINING IN PERCEPTUAL ACTIVITIES WHEN THIS TRAINING IS GIVEN BY MEANS OF NONVERBAL TEACHING PROCEDURES. A SECONDARY OBJECTIVE WILL BE TO GIVE THE PRINCIPAL INVESTIGATOR THE EXPERIENCE OF TEACHING YOUNG CHILDREN OVER AN EXTENDED PERIOD OF TIME AND SO ENABLE HIM TO GEAR HIS FUTURE RESEARCH TO PROBLEMS WHICH ARE PERTINENT TO EDUCATIONAL PRACTICES AS WELL AS TO PSYCHOLOGICAL THEORY. TWO GROUPS OF SECOND-GRADE CHILDREN WILL BE EQUATED FOR IQ, SEX, AGE, AND READING ACHIEVEMENT. EXPERIMENTAL AND CONTROL GROUPS WILL BE SUBDIVIDED INTO 2 INSTRUCTIONAL GROUPS OF ABOUT 15 CHILDREN EACH. THE EXPERIMENTAL GROUPS WILL RECEIVE NONVERBAL TRAINING IN PERCEPTUAL ACTIVITIES EACH WEEK FOR APPROXIMATELY 15 WEEKS. THE CONTROL GROUPS WILL RECEIVE ONLY READING INSTRUCTION. ALL CHILDREN WILL BE PRE- AND POST-TESTED ON ALTERNATE FORMS OF THE CALIFORNIA ACHIEVEMENT TESTS (CAT) AND UPON MEASURES OF PERCEPTUAL ACTIVITY. SCORES ON THESE MEASURES WILL BE THE MAJOR DEPENDENT VARIABLES, AND THE EFFECTS OF THE NONVERBAL TEACHING WILL BE DETERMINED BY AN ANALYSIS OF VARIANCE OF THE ACHIEVEMENT AND PERCEPTION TEST SCORES. (JC)

EP 010 501 40
THE DEVELOPMENT OF THE SOCIAL CONCEPT GROUP AMONG MENTALLY RETARDED CHILDREN.
INVESTIGATOR- TAYLOR, LLOYD
PHILLIPS UNIV., ENID, OKLA.
BUREAU NUMBER BR-7-8020 PROP DATE 66
GRANT OEG-4-7-078020-2091

DESCRIPTORS- *GROUP ACTIVITIES, *GROUP EXPERIENCE, *INTERVIEWS, *MENTALLY HANDICAPPED, *TEST CONSTRUCTION, COMPARATIVE ANALYSIS, ENID, MATCHED GROUPS, OKLAHOMA, RATING SCALES, TASK PERFORMANCE, THEMATIC APPERCEPTION TEST (TAT),

START DATE 11-01-66 END DATE 03-01-68

AN EXPLORATORY STUDY WILL BE CONDUCTED USING APPROXIMATELY 120 MENTALLY RETARDED AND NORMAL YOUTHS TO DETERMINE THEIR CONCEPT AND UNDERSTANDING OF GROUP ACTIVITY. THE ALL-MALE SUBJECTS WILL BE DRAWN FROM FAMILY AND INSTITUTIONAL SETTINGS. GROUPS WILL BE MATCHED USING THE FOLLOWING CATEGORIES--(1) RETARDATES WITH AN IQ OF 50-65 AND A MEAN CHRONOLOGICAL AGE OF 12 YEARS, (2) NORMAL CHILDREN WITH A MEAN CHRONOLOGICAL AGE OF 8 YEARS, AND (3) NORMAL CHILDREN WITH A MEAN CHRONOLOGICAL AGE OF 12 YEARS. MODIFIED VERSIONS OF THE THEMATIC APPERCEPTION TEST (TAT) AND PROJECTIVE TESTS WILL BE DEVISED AND ADMINISTERED. INTERVIEWERS WILL OBSERVE AND RECORD THE VARIOUS ACTIVITIES OF THE SUBJECTS. DATA WILL BE ANALYZED BY SCALE ANALYSIS,

PRODUCT MOMENT CORRELATION, AND ANALYSIS OF VARIANCE PROCEDURES. INFORMATION GATHERED BY THIS STUDY IS EXPECTED TO MAKE POSSIBLE MORE MEANINGFUL INSTRUCTION FOR MENTAL RETARDATES. (RS)

EP 010 502 24

THE EFFECT OF MENTAL AND PHYSICAL REHEARSAL ON THE LEARNING OF TWO GROSS MOTOR SKILLS.

INVESTIGATOR- OXENDINE, JOSEPH B.

TEMPLE UNIV., PHILADELPHIA

BUREAU NUMBER BR-6-8640 PROP DATE 04 MAR 66

GRANT OEG-1-7-068640-0287

DESCRIPTORS- *JUNIOR HIGH SCHOOLS, *LEARNING ACTIVITIES, *MENTAL DEVELOPMENT, *PHYSICAL EDUCATION, *PSYCHOMOTOR SKILLS, LEARNING READINESS, PENNSYLVANIA, PHILADELPHIA, RETENTION STUDIES, SKILLS, STUDENTS,

START DATE 09-15-66 END DATE 07-15-67

EFFECTS WILL BE STUDIED OF VARIOUS AMOUNTS AND TYPES OF MENTAL REHEARSAL USED IN CONJUNCTION WITH PHYSICAL PRACTICE UPON THE LEARNING AND RETENTION OF TWO GROSS MOTOR SKILLS. SPECIFICALLY, THE RELATIVE EFFECT OF TWO COMBINATIONS OF MENTAL AND PHYSICAL REHEARSAL, ALONG WITH ONE SCHEDULE OF TRADITIONAL PHYSICAL PRACTICE, WILL BE INVESTIGATED. SIX GROUPS OF JUNIOR HIGH SCHOOL BOYS WILL BE SELECTED FOR PARTICIPATION. AN ANALYSIS OF VARIANCE TECHNIQUE WILL BE USED TO COMPARE THE EFFECTIVENESS OF THE PRACTICE SCHEDULES NOT ONLY ON THE TEST AND RETENTION DAYS, BUT ALSO AT ALL POINTS IN THE LEARNING CURVE. (GD)

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COUNSELOR EDUCATION PROGRAM DESIGNED FOR PROSPECTIVE ELEMENTARY SCHOOL COUNSELORS ENROLLED IN A 1965-66 NDEA INSTITUTE.,AN EVALUATION OF A
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BROWN, BOB B.
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CANNELL, ROGER S.
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CARR, PETE J.
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